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THE UNIVERSITY OF ALBERTA

A COMPARATIVE STUDY OF CLIENT-CENTERED VERSUS
DIRECTIVE GROUP COUNSELLING

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Comparative Study of Client-Centered Versus Directive Group Counselling", submitted by James Walter Briggs in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

This study was undertaken to compare the effects of two different approaches in group counselling of high school students.

One counselling approach that is widely used by counsellors today is the method developed by Carl Rogers and is known as client-centered counselling. This is based on a theory which places great emphasis on the individual's Self-concept. Another theory of personality first suggested by Secord and Backman, and which seems capable of encompassing many other personality theories, suggests that client-centered counselling alone may not be as effective as a more directed type of counselling which concerns itself with much more than an individual's Self-concept.

In order to test whether or not a difference in the effectiveness of the two approaches could be shown, random samples were chosen from a selected group of high school students who were judged subjectively to be having inter-personal difficulties. Some groups of these students were counselled using a client-centered approach, some were counselled using a directed approach and some were not counselled at all in order to provide controls for comparison. Changes occurring in the students were measured by administering Cattell's Jr.-Sr. High School Personality Questionnaire before and after the experimental period to all groups involved.

Raw scores made on the test were converted to standardized scores (stems) according to the tables of norms accompanying the Questionnaire Handbook and these scores were then examined for significant differences.

The conclusions of this study are that directed counselling may have been slightly more effective in bringing about desirable change than client-centered counselling and that either type of counselling was of benefit to the students. Statistical evidence favoring directed counselling over client-centered counselling was scarce and does not allow any definite conclusions to be drawn. However there was felt to be sufficient evidence to justify further comparative studies in this area.

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INTRODUCTION

It soon becomes obvious to the counsellor-in-training that it is necessary to develop as explicitly as possible a theoretical orientation on which to base whatever procedures he follows in his counselling practice. He may become thoroughly conversant with and fully accepting of one current theory that appears to him to have validity or he may choose to develop his own theory, guided by the ideas and research in the field. It can be rather disconcerting to realize that there are many current theories of personality each one of which appears to have considerable face validity and each one of which is capable of generating hypotheses which can be tested so as to establish to some degree at least the credibility of the theory out of which they grew.

The temptation is irresistible to attempt a synthesis of at least some of the major theories in the hope that this will provide a broader theoretical basis to guide the counselling process. Such a procedure might make it possible to explain more adequately whatever outcomes can be measured as a result of counselling in some established manner or it might suggest a modified counselling method which seems to have promise in terms of a more or less new frame of reference.

The present study begins with an attempted synthesis of some major personality theories. The possibility that such an attempt might be feasible occurred to the writer when he first read an article appearing in *The Psychological Review* (1961, Vol. 68, No. 1, 21 - 32) by Paul F. Secord and Carl W. Backman entitled *Personality Theory and the Problem*

of Stability and Change in Individual Behavior: An Interpersonal Approach.

Growing out of this attempted synthesis there seemed to be clear implications with respect to counselling procedures. Not only did it appear that group counselling could entirely replace individual counselling but that even where individual counselling was undertaken for a variety of good reasons, group counselling as well was necessary or at any rate highly desirable. In addition it appeared that client-centered procedures alone in the group situation could not be expected to be adequate if used exclusively and that in terms of the composite theory growing out of Secord and Backman's outline a directive approach seemed to be a necessary part of the total counselling procedure.

CHAPTER I

RESTATEMENT OF THE THEORETICAL FRAMEWORK

Hall and Lindzey (1957) in the concluding lines of their book on Theories of Personality state their conviction that the time is not yet ripe for a synthesis or integration of personality theories and that a greater hope for advance lies in empirical testing of any one theory systematically extended. Perhaps they are correct in this conviction, but it seems hard to escape the notion that to the extent that any theory provides an adequate explanation of human behavior, it should be possible eventually to tie it in with other theories that are also empirically shown to have a measure of validity. It is entirely possible that any one theory is adequate only to give a rationale to certain limited aspects of behavior, but if this is so then there should eventually emerge an all-inclusive model containing all the really useful theories which will be able to explain human behavior. There is some justification therefore in actively searching for such a synthesis or at least in being alert to anything in the literature which seems to point in this direction, however tenuously. Surely it will be a great step forward if one can move even a little closer to a complete and all-inclusive theoretical framework that fits all aspects of human behavior.

From this point of view Secord and Backman's article in the Psychological Review (1961, 68, 1) is provocative and exciting. The authors express their dissatisfaction with many personality theories which fail to account for both stability and change in human behavior.

They feel that stability and change should not be explained independently but that, since these are both vital aspects of personality, they should both be explainable in terms of a single set of principles. Here is a step in the direction of synthesis.

Let us first restate briefly the position taken by Secord and Backman. Far from rejecting current theories out of hand, despite whatever shortcomings they may have from the larger view, the authors accept the work done by others on habit, cognitive structure and so on. Similarly, the influences exerted on behavior by the cultural, normative and institutional forces are not denied or devalued. The authors do concern themselves, however, with an interaction process which is truly interpersonal -- where neither the behavior of the individual nor of the other is the sole locus of cause.

In developing this idea, the notions of "interpersonal matrix" and "matrix congruency" are postulated. The locus of both behavioral stability and change is said to lie in the interpersonal matrix which has three components: Self-concept, Self-behavior and Behavior of Others. (It is necessary to use the term "behavior" here in a very wide sense to include not only actions and verbalizations but also aura, inuendo, affect, physical attributes -- anything and everything which may to any degree act as a stimulus.) Obviously there will be many matrices in the conceptual system of each individual. Some matrices will be very stable or "permanent" while others will be less so. A matrix may be central, with many supporting matrices;

or peripheral, either standing by itself in a relatively unstable position or more likely simply contributing in small measure to the support of a more central matrix.

Matrices may be congruent or incongruent. All will be least congruent in the early stages of formation. A congruent matrix is achieved when all three components stand in a supportive relationship, i.e. "when the behaviors of S (Self) and O (Other(s)) imply definition of self congruent with relevant aspects of the self-concept" (p.23).


It is hardly likely that a matrix would be formed in which all three components were incongruent, but it is quite possible (and probably quite common) that any two components of a matrix may be congruent while the third component is incongruent. This results in an incongruent (strictly speaking, partially incongruent) matrix. When this happens the individual strives to achieve a cognitive state of congruency. The effort to change an incongruent matrix into a congruent one calls for a change in one or more of the three components -- Self-concept, Self-behavior or Other-behavior. Obviously, a number of courses of action would be open in any one situation and for each of the possible situations which may occur. Such courses of action could be reality-oriented or cognitively distorted and presumably the stability of the state of congruence achieved would be better or more permanent as a result of reality-oriented cognitions than of distorted or unrealistic cognitions.

CHAPTER II

THE DYNAMIC POINT OF VIEW

In chapter one the basic framework of Secord and Backman's theory was outlined. It is clear and well-structured, but the real contribution which Secord and Backman make is not so much the drawing up of a conceptual form in their matrix postulate as it is their observation that in the dynamics of the interaction between the components the real significance lies.

In the field of human behavior we are dealing with a living, dynamic organism and we must take cognisance of this. Any theory which attempts to express human behavior in purely mechanistic terms is bound to be unsatisfactory. This is probably the main reason why stimulus-response theories, no matter how refined, have limited usefulness. What is needed is something dynamic, the inclusion of a "life principle" to take over at the point where a mechanistic model becomes inadequate. We seem to be getting close to this in Secord and Backman's presentation of a vital interaction principle.

Perhaps this dynamic process can be symbolized by using a sign such as this () to represent a continuing action-reaction process. Hull (1952) spoke of a reaction potential which "oscillates from moment to moment" (p. 11). Although Hull is really referring here to the variability to any function from moment to moment, still his observation has suggested a somewhat similar idea -- that of an action-reaction, oscillating process which takes place as the personality matrices are in formation. The double arrow sign suggested

above is intended to represent this process graphically. To make this clearer, let us diagram a matrix in the process of formation. (Figure 1).

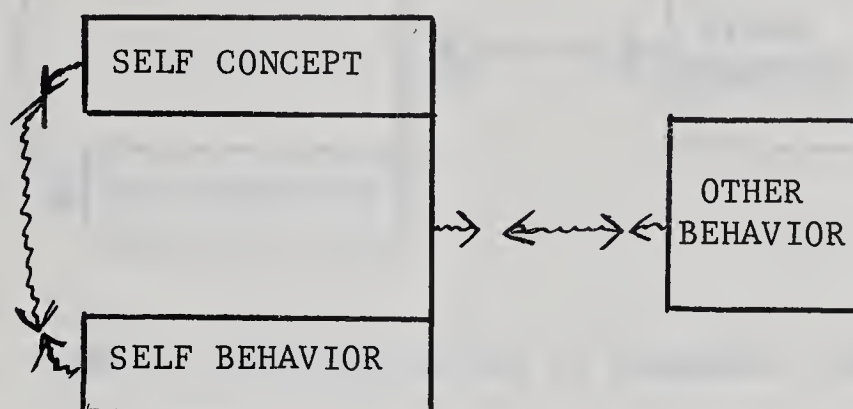


Fig. 1: A matrix in the process of formation.

Such a diagram may be interpreted as meaning that an oscillating interaction process is taking place among all three components of the matrix. Thus Self-concept is affecting Self-behavior which in turn may affect Self-concept which again affects behavior, etc. Similarly there is an oscillatory process taking place between the unit of self and Self-behavior on the one hand, and perceived Other-behavior on the other hand. But Other-behavior is itself modifiable by this interaction process and in turn, in the modified form, may have a different effect on self, etc. The initial magnitude of the oscillation may be large or small depending upon the chance that early congruency occurs or does not occur. The oscillation may be so violent as to be completely disrupting, perhaps destroying the matrix or forcing drastic revisions of one or more of the components. As the matrix becomes more congruent however the oscillations become smoother and less disrupting until probably in the case of an ideally congruent matrix the interaction

process is more properly pictured as in Figure 2. Here the arrows

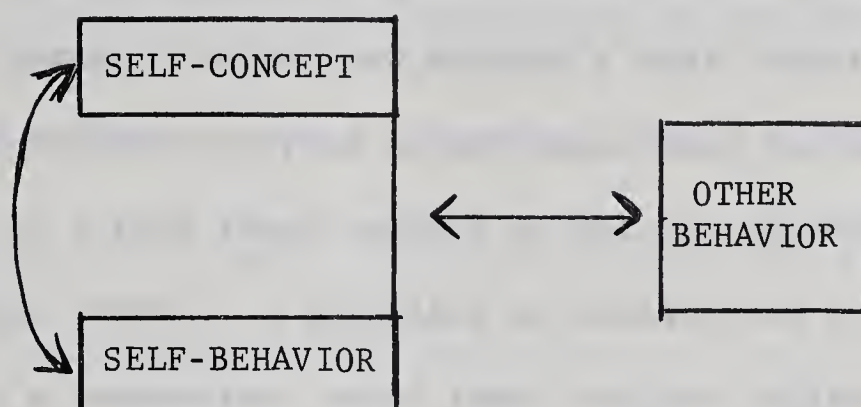


Fig. 2: Representation of Congruent Matrix

are smooth, representing a state of stability and smooth flow but still double-headed to include the dynamic interaction factor which is as essential a part of the matrix as any one of its components. As this situation occurs more and more often in more and more of the personality matrices or systems of matrices the individual will function more and more smoothly and easily within his environment.

Thus, as Secord and Backman point out, while their theory includes a place for structure (which is important), it also includes a dynamic principle which is an essential component of a theory that aspires to cover all aspects of human behavior. An illustration of the usefulness of this dynamic principle is its ability to explain both stability and change. Stability is seen, not as something fixed or static in the usual sense, but as something depending upon a continuation of a smooth interaction process. It can easily be seen that any change, especially a sudden and/or marked change in any one component, will set the whole interaction chain within the matrix into

oscillation. To restore a state of stability, changes will have to occur in one or more of the components of the matrix.

In summary, Secord and Backman's basic theory has been briefly outlined and then carried a very small step further with the introduction of a term these authors do not use but which seems consistent with their theory: a principle of oscillating interaction. This makes explicit a conception, which their outline suggests, of a dynamic "living" aspect of behavior which could account equally well for either change or stability in any of the components of the personality matrices, and promises to provide a system complete enough to allow a logical synthesis of many other empirically useful theories of personality.

Before attempting, very briefly and tentatively, an actual synthesis of some leading theories within the Secord and Backman model, it is necessary to state the point of view that will be taken. Inasmuch as a theory takes cognisance of a dynamic principle this will be taken as evidence that it fits in with the principle of oscillating interaction. Otherwise the theory will be considered from the point of view of its adequacy to explain a mechanism that is used at some point in the matrix system in the course of movement toward congruence in the matrix.

CHAPTER III

AN ATTEMPT TO INCORPORATE SOME OTHER THEORIES

Section 1: Harvey, Hunt & Schroder (1961)

There is a surface similarity between this theory of concepts and conceptual systems and the Secord and Backman postulate of matrices. A difference that is at once apparent is that the conceptual system is not seen to the same extent that the matrix is, as containing an "other person" element as an essential component. On the other hand it is interesting to note on page 7, this statement: "Confirmation and refutation¹ rarely occur in relation to a single concept. More likely is the involvement of several concepts so that simultaneous confirmation and refutation occur, producing conflict and vacillation The person attempt(s) to resolve the conflict in a way that will maximize positive affect." Here we are very close to the Secord and Backman idea of interpersonal action-reaction. But while Harvey et al speak of an individual's learning to "adapt" to his interpersonal environment, it seems more satisfactory to regard the interaction process as central and the adaptation as merely descriptive of the state which exists when the oscillations have smoothed out.

In Harvey, Hunt and Schroder's discussion of the nature of concepts we can find a very considerable degree of similarity to the ideas expressed in the Secord and Backman presentation. Concepts are thought

¹ The authors had previously defined confirmation and refutation as an evaluation process.

of as products of both external and internal factors operating in mutual interdependence (p. 15). A matrix of concepts provides a means of responding to the external world but is also moulded by the events in the external world. Thus it both structures the environment and is structured by it. It serves both to differentiate and to integrate.

We could regard the discussion of the concreteness-abstractness continuum and the effects of such variations on the inter-personal stimuli as being descriptive of mechanisms used in dealing with the oscillations set up in the dynamic process and thus tie this in with the Secord and Backman model.

There is a little more discrepancy in the Harvey, Hunt and Schroder notion of the evolvment and maintenance of self. They see dependence upon classes of "outer events" (persons, physical objects, social norms and rules) as determining the extent to which any one incongruity will affect self-concept (pp. 70-71). There seems to be more logic in the Secord and Backman notion that this very dependence is itself a modifiable and probably unstable factor because it is affected by the dynamic interaction process whenever a matrix is being formed or comes into play.

Harvey et al see the conceptual or self-systems as more than merely links, but as modifiable according to the quality of the inter-personal linkages and interdependencies. This seems fairly close to the position taken by Secord and Backman, namely that this quality is itself not fixed or static but is modified in an oscillating manner by the interpersonal reaction. The analogy of a "mature" self-concept

structure and a symphony orchestra might help to make this point clear. Harvey, Hunt and Schroder, and certainly Kelly (1955) would probably agree that the well-balanced self-structure is like the well-balanced orchestra with all its component parts performing in harmonious relationship together. To add Secord and Backman's idea, however, one would need to see that the French horn and the 'cello for instance would each modify the other when played together and that the sound produced by both playing together is much more than the simple sum of the two separate sounds.

Enough has been said at this point to indicate the very real possibility of incorporating in general Harvey, Hunt and Schroder's theory of conceptual systems into the general framework drawn up by Secord and Backman. To close this section let us consider briefly the idea of openness and closedness introduced by Harvey, Hunt and Schroder (page 82) and discussed at length by Rokeach (1960). The idea of openness and closedness is so well delineated by all these authors as not to need review or explanation here. What should be considered however is a way of looking at openness and closedness suggested by the dynamic oscillating interaction principle.

Openness and closedness is usually seen as a measure of the receptivity of a self-system to external stimuli, but Secord and Backman have shown that this cannot be thought of as a one-way process. Closedness for example may be merely a mechanism of deferrment in the process of dealing with oscillating interactions while congruence is being sought. If a stimulus appears to threaten a congruent matrix, closedness may be used to prevent it from modifying a matrix which experience

up to now has shown to be congruent. But if more and more stimuli need to be closed out in order to maintain the matrix unchanged then the disrupting effects of the oscillations may force a change in one or more of the matrix components. Extreme openness (naivete) may be just as disrupting however as extreme closedness. The well-functioning mind probably uses neither extreme.

Furthermore, the mutual inter-personal affect stressed by Secord and Backman enables us to see that closedness might be very effective in changing the "Other" component and thus result in congruent matrices for both the self and others. This may be the mechanism for the evolvement of social systems (and mask and role theories and the phenomenon of group pressure would all fit in). From an evolutionary point of view there may be a set of "absolutes" which do not yet exist but are capable of being created slowly and painfully as the personal and environmental interaction processes, through the ages, result in the emergency of conceptual matrices that are more and more "ideal".

The contention is that Harvey, Hunt and Schroder and also Rokeach are not entirely accurate when they regard openness and closedness as "personality characteristics" rather than as "cognitive devices". Secord and Backman make the point very well (1961, p. 29) when they point out that their approach calls for an overhaul of the traditional methods of personality assessment. The same objection they point out for trying to find a score on "aggressive" for an individual, applies to trying to get a score on "openness" or "closedness". It is hard to escape the

implication in the usual treatment of openness and closedness that openness is considered to be much the more desirable "characteristic" for a well-functioning personality. But if openness and closedness are considered not as characteristics so much as devices for dealing with oscillating interaction processes it can be seen that either may be used effectively according to circumstances. It is probably equally devastating to over-use openness as to over-use closedness. Viewed in the light of the oscillating and continuing nature of personal interaction one can argue neither for openness nor closedness, but one may argue for a willingness to use either when appropriate.

Section 2: Carl Rogers (1951)

Since Carl Roger's theory concerns itself a great deal with interpersonal relations it seems worth while to consider this theory from the present point of view. In some respects his theory fits in well with the Secord and Backman model. The observation that individuals exist in a changing world of experience is acceptable: that "the whole organism reacts" is another way of expressing the Self and Self-behavior components of a matrix. The contention that Self emerges as a portion of the total perceptual field and that it is structured through interaction with the environment and particularly with others; that most behavior is consistent with the Self-concept and that "experiences" may be symbolized and organized within the Self-concept or ignored or distorted --- all these postulates are reasonable and acceptable within the Secord and Backman system.

Some of Roger's postulates, however, do not fit the model and seem much less satisfactory as part of an adequate theory of personality than alternative postulates which could be suggested. The contention that behavior is best understood from an individual's internal frame of reference seems to put too much emphasis on the self component of the behavioral matrix and fails to take sufficient account of the dynamic interaction principle. It may better be said that behavior cannot be understood by looking only at the internal frame of reference. Another concept which seems suspect is the attempt to explain physiological adjustment and maladjustment in terms of sensory and visceral experiences being admitted or denied to awareness. Is it not more rational to consider that the Self-concept, Self-behavior and Other-behavior are all affected by a dynamic interaction process, with "adjustment" or "maladjustment" being merely labels to indicate the extent of approach to a congruency state in all components of the matrix.

The hypothesis that perceptions inconsistent with the Self are threatening and this results in a more rigidly organized self-structure seems to need modification. If this result sometimes occurs is this not merely one possible resolution of incongruency. The Secord and Backman model gives a much more satisfactory theoretical orientation, where it is seen that perceptions are not one-way but are characterized by oscillating interactions and that Self-concepts may be no more likely to be affected by incongruency than is either of the other two components of the matrix.

Again consider the Rogerian point of view that when an individual

accepts his own sensory or visceral experiences into the self-structure he is more understanding and accepting of others. This may or may not happen. It is hard to accept this as a principle. Is it not more productive to think of the self-structure as merely one component in the three-component matrix with the dynamics of the circular interaction complex determining the eventual acceptance or rejection of others when a final state of congruence is found.

Thus while parts of the Rogerian system seem to be consistent with our present model, other parts do not seem to fit so well. If this is so, however, it certainly does not mean that Rogers' unique contributions and his keen observations are of no value. Rather the fact that some of his theoretical postulates do not seem particularly valid in terms of a broader theory is merely illustrative of something that is probably inevitable as we strive for a synthesis of theories. As we approach an all-inclusive theory, the weakness of specific theories that are being incorporated will become more and more apparent until eventually some parts of them will have to be modified in the light of the larger, all-inclusive framework. This is not necessarily to completely devalue a theory that has proven useful, but merely to trim off the dross as the acceptable parts of the theory are fitted into the new framework.

Section 3: Festinger (1957)

Festinger's well-known theory of cognitive dissonance seems to fit admirably into the Secord and Backman model. It is as if the author had set out to describe precisely what happens when incongruency of a matrix

is experienced and to outline usual circumstances which result in an incongruent state. It can be thought of too as a sort of running account of the oscillating inter-action process as the individual works to bring about a state of congruency in his matrices.

Consider for example, this summary statement adapted from his book --- There may exist dissonant relations among cognitive elements which give rise to pressures to reduce the dissonance. Attempts to reduce dissonance may take the form of behavioral changes, changes of cognition or circumspect exposure to new information (Festinger, 1957). Compare this with the Secord and Backman outline (1961) of types of incongruency together with the types of resolution. The language and terms are slightly different, the message is identical.

To say, as Festinger does, that dissonance-reducing cognition is sought and dissonance-increasing cognition is avoided by individuals, is stated by Secord and Backman as a "tendency to maintain congruent states".

Festinger pays considerable attention to the important role of social support in the appearance or resolution of cognitive dissonance and we find Secord and Backman saying "The more the O-component of a congruent matrix is valued, the greater the tendency of the matrix to be perpetuated", and again "The engagement of S and O in congruent interaction develops mutual affect toward each other, which tends to perpetuate the interaction".

There is a remarkable "fit" between the Secord and Backman interpersonal approach and Festinger's theory of cognitive dissonance.

Each outline complements the other and the two present together a clearer and more complete picture than either one alone. This sort of thing should occur more and more frequently as we finally move toward an adequate synthesis of empirically-validated theories.

Section 4: Kelly (1955)

In Kelly's theory of personal constructs we have another theory of personality which seems to fit into the Secord and Backman framework very comfortably. Kelly's system however may most usefully be thought of as explanations of the processes by which the congruent state in the various matrices is brought about. That is, it concerns itself less with the dynamic process of interaction and more with the problem of the resolution of incongruence. Certainly the emphasis on prediction is not out of place when viewed as an essential feature of congruence in a personality matrix. Kelly comes close to the dynamic process which seems so important a part of our larger framework when he states his sociality corollary, but he seems to discount the essential role of social interaction, perhaps as a result of having overemphasized the Self and Self-behavior components. On the whole his theory is useful and seems to make a harmonious contribution to the larger synthesized theory we are trying to build.

Section 5: Goffman (1956) and Fletcher (1958)

These two authors are simply mentioned as illustrating a very practical approach to the matter of interpersonal relations. In a sense neither author is over-concerned with the delineation of a theoretical framework. Their books are rather insightful descriptions

of the nature of the interpersonal oscillating interactions, Goffman largely from the point of view of "normal" people and Fletcher from the point of view of "disturbed" individuals who have an unusual amount of incongruency in their system of matrices. Taken together with George Kelly's personal construct theory the works of these authors seem to provide detailed and specific descriptions of some of the processes outlined in the Secord and Backman model.

Section 6: Recapitulation.

In attempting to move a step closer to the eventual goal of a "complete" theory of personal behavior which will be adequate to describe and explain all facets of an incredibly complex system, we have started with the Secord and Backman framework and then examined several leading theories to see if they could be fitted in. On the whole, it seemed quite possible to fit them in. This is both a confirmation of the adequacy of the Secord and Backman model and a vindication of the other theoretical systems which, while perhaps too narrow to be able to stand completely alone, have nevertheless been shown empirically to have validity within the area they do cover. Taken together and organized within the model provided by Secord and Backman we seem to have achieved to some degree the synthesis toward which we are reaching.

CHAPTER IV

IMPLICATIONS FOR COUNSELLING AND PSYCHOTHERAPY

The introduction of the dynamic element into the theoretical picture of personality seems to have some clear implications for counselling and psychotherapy. If the oscillating interaction process is as important a component as it appears to be, it merits careful consideration in any program of psychotherapy.

If an individual is seriously disturbed or is functioning so poorly as to be seriously incapacitated then it must be that he is finding himself unable to cope with the oscillations set up in the interaction process and is thereby unable to achieve sufficient congruency in his matrices. In attempting to help him, the triad of Self-concept, Self-behavior and Other-behavior must be kept in mind and also the oscillations set up among the three components of the triad.

At this point it might be well to realize that the interaction between Self and Other is not necessarily verbal and is probably never exclusively verbal. A telephone conversation might come closest to an exclusively verbal interaction. Of even greater importance is the realization that an individual always has some control, not only of his own response to the Other but also of the Other --- this is the essence of the interaction idea. Only when the individual is hypnotised by the Other could he be said to be completely "passive" but still responsive to the Other and even here it is unlikely that the oscillating inter-

action process is completely missing.

The counsellor then must be aware of the necessity for the client to achieve congruency in all three components and aware too that he, the counsellor, is part of the client's other-component. He must also be aware that the interaction process which goes on between himself and the client (and which affects him as well as the client) is crucial in achieving congruency.

This could explain why all counsellors and psychotherapists, regardless of their particular theoretical orientation or technique, eventually realize that a warm, friendly relationship with the client is not only essential but sometimes seems to be about the only thing required to restore a measure of congruency in the matrix system of the client.

The counsellor might very well strive, within this theory, to make the client's Other-component (which the counsellor is at the moment) congruent as quickly and easily as possible, knowing that all three components in his client's matrix must be congruent for an ideal situation to develop. This again is at the root of the demonstrated necessity for the counsellor to accept the client as he is, as a worthy and important person.

It now appears necessary, however, that the counsellor concern himself also with techniques that his client needs in order to facilitate changes in any of the components of the matrix which may require change. This may very well include techniques of influencing or changing others, equally as much as techniques for changing the two

self-components wherever this is necessary to achieve congruence.

There seems little doubt that the Other-component of the matrix is exceedingly important --- more so than many theories of counselling seem to realize. It may be that attention to the Other-component, including the dynamic oscillating reaction between the Self-components and the Other-component, is the most crucial requirement of psychotherapy. If this is so, it is possible that group counselling is much more important and necessary than has been realized. The individual counselling relationship may have very real limitations, since the Other-component under this set-up is necessarily limited and rather drastically modified. It may be a useful relationship in the early stages of counselling or as a supplementary process, but it is very possible that group counselling where more than one Other-component is present in the environment is a very necessary part of a therapeutic process that can be expected to result in real and lasting benefit. Much support for this position is presented by Mowrer (1964) - see especially pages 93, 100ff and 106ff.

It is appreciated that in group counselling the environment is much more complicated and the role of the counsellor not only different but much more difficult. However, the group counselling situation, while still somewhat artificial or "staged", is probably in many respects more like real-life than is the individual counselling relationship. In the light of the theoretical model that has been built up in the above chapters it seems entirely possible that group therapy and group counselling may be much more effective than individual

counselling alone or even that it could entirely replace individual counselling.

In the next chapter an attempt will be made to relate some commonly observed personality "disorders" to the Secord and Backman theory as developed to this point. In doing so, terms and labels will be used that have grown out of other theories which might make for some difficulty. These terms, however, have come to have fairly clear meanings in the literature and it seems preferable to use them rather than to introduce new terms which may be more suitable to the present frame of reference but which would require somewhat lengthy definition.

CHAPTER V

A VIEW OF PERSONALITY DISORDERS AND OF AN IDEAL PERSONALITY WITHIN THE SECORD AND BACKMAN THEORY

(A Rationale For A Counselling Experiment Based On The Theory)

The person who is functioning with reasonable effectiveness in his social setting may be regarded as having one or more of the following difficulties:

1. He suffers from an unusual number of incongruencies in an unusual number of his personality matrices.
2. He experiences extraordinary difficulty in forming his matrices or in organizing them.
3. There is an unusual and chronic lack of smoothness in the oscillating interaction between the components of his personality matrices.

The reasons why congruence is not achieved is, at the moment, a matter of conjecture. In terms of the Secord and Backman theory one or more of the following causes might be postulated:

1. The Self-concept has become disoriented in some way from reality. This could occur through some form of cognitive distortion (page 23 Secord and Backman).
2. The subject has developed poor techniques of relating to other people. This would probably give rise to frequent occurrences of incongruence involving the 0 - component.
3. There are frequent or persistent errors in perception, such as misinterpretation of Self-behavior or of Other-behavior.

4. Negative or pessimistic attitudes have been acquired, which may have a "self-fulfilling prophecy" effect. For example, the fear that some Other may regard one weak and ineffective may cause one to act in such a way that the Other actually does so regard him.
5. A state of congruency is too often achieved by cognitive distortion. "Presumably a congruency achieved by this means would be less stable than a reality-oriented congruency" (Secord and Backman, 1961).
6. Habitual failure to admit or extreme unwillingness to admit mistakes tends to perpetuate rather than correct bad habits or cognitive distortions.

Whatever the cause, lack of congruency always involves at least one of the following components: Self-concept, Self-behavior and Other-behavior, and there is no reason to assume that any one of these components will be involved more than any other. To include the dynamic principle, disruptive interaction can occur between Self-concept and Self-behavior or between Self and Others.

It is likely that most people fall short of perfection with respect to congruency in the three components of all the systems of matrices and with respect to smooth interactions in the two dynamic areas. One might classify a random population into three main categories:

1. Those who function so poorly that they seek or are directed toward therapeutic assistance.
2. The "average" people who get along reasonably well most of the

time but who occasionally suffer painful incongruencies or unsmooth interactions.

3. Unusually stable and effective individuals who appear to achieve congruence relatively easily and quickly in all three components and generally experience smooth dynamic interactions as each new episode of experience occurs. Such people are probably ones Maslow (1962) would describe as "self-actualizers".

There may be extended periods when an individual is in one category, followed by periods when he is in another. The experience of absolute congruency in the total system of personality matrices is likely as rare as it would be exhilarating -- possibly an experience which Maslow (1962) describes as a "peak experience".

SPECIFIC PERSONALITY DISORDERS

It seems worthwhile to try to describe the nature of particular personality disorders in terms of this theory. It is repeated that, although some of the labels used to describe the disorders derive from other theories, they are used here because the terms describe commonly recognized feelings or states of being, which, it is felt, can be rationalized or explained in terms of the Secord and Backman theory.

- A. Anxiety - as defined at length by Cattell & Scheier (1961) or more simply by Katz and Lewis (1961).

This state could indicate incongruency in one or more of the components of the matrix or lack of smoothness in the interaction process depending upon how the anxiety is made manifest. For example:

1. Anxiety about what I do: "I was not myself when I did that. I am ashamed of what I did. I regret what I did". (Self-behavior incongruent with Self-concept.)
2. Anxiety about what I am: "I'm afraid I'm weak. I don't think I'm masculine enough, feminine enough, smart enough, effective enough". (Lack of congruence in the Self-concept component.)
3. Anxiety about what others think or say about me. Perceptions of hostility or disapproval on the part of others. (Lack of congruence in the Other component.)

B. Reactive Depressions as defined by Katz & Lewis (1961) and Guthrie (p. 345 in Arieti (ed.) 1959)

The nature of the depression would reveal the locus of the incongruent component, for example:

1. Feeling of hopelessness in the quest for happiness or success. (Self-concept)
2. Feeling of ineptness or ineffectiveness. (Self-behavior)
3. Feeling of rejection by others (Other component)

C. Extreme Extraversion or Introversion (opposite points of the scale on a factor described by Cattell and Beloff (1962) as "the total outwardness or inwardness of the individual's interests")

The extreme extravert probably over-values the Other-component but not at the expense of changes in Self-concept and only rarely in Self-behavior. If the extravert perceives change as necessary he would be most apt to try to bring about change in the Other-component. If he felt a change in Self-behavior to be necessary it would be aimed at trying to bring about a change also in the Other.

The extreme introvert is probably insecure in his Self-concept. At the same time he is unwilling to risk changing his Self-concept and the mechanism he employs is to try to shut out jarring interaction with Others by withdrawing and trying to avoid contact as much as possible.

E. Extreme Nay-saying or chronic negativism as defined by Katz and Lewis (1961) p. 126

The extreme nay-sayer, like the introvert, is probably insecure in his Self-concept and also like the introvert is basically afraid of interactions with Others. The mechanism he uses for defence is devaluation of the Other-component. He tries to "ward off" Others whom he persistently sees as threatening to his Self-concept. He disagrees rather persistently with Others so as to force them to change or to act so that he can perceive them as having changed.

F. Extreme Yea-saying, the opposite extreme to negativism as defined above.

The extreme yea-sayer also probably has a poorly defined Self-concept but does not perceive Others generally as threatening. He over-values rather than fears Others and is over-willing to change Self-concept and Self-behavior. However, the constant necessity of changing one or both of the Self-components keeps the dynamic element of the Self unit in more or less constant turmoil. He is what could be described as a "vacillating" individual, unpredictable because he changes so frequently.

These few examples will serve to illustrate that it is possible to "explain" commonly observed personality or behavioral disorders in terms compatible with the theory outlined. It seems worthwhile also, to see if one could describe the personality of a stable or

effective individual in terms of this theory.

THE STABLE PERSONALITY WITHIN THIS THEORY

A "normal" effective person can be thought of as well-organized, creative, happy, satisfied, able to relate well to others, easily able to assume either leadership or followership roles, able to direct his energies in a productive and satisfying manner.

This person must experience rather consistently: congruence in all three components of the personality matrix; general success in organizing his matrices into effective systems; smooth interactions as a general rule in the dynamic elements of his matrices. How he achieves this state of being may be conjectured in terms of our present frame of reference.

For such an individual his Self-concept is probably:

1. generally satisfying to him and quite clearly perceived;
2. clearcut and definite in essential framework but not overly rigid;
3. secure enough that he can afford to consider making changes without feeling threat;
4. valued highly, not as conceit but as relatively secure self-confidence.

For such an individual his Self-behavior is probably:

1. almost always perceived as consistent with Self-concept;
2. generally satisfying but open to change if perceived as desirable;

3. completely open with significant others. (Mowrer 1964, chapter 9)

For such an individual the Other-component must generally be

skillfully handled. He is able to relate easily to most Others and to a great variety of different Others. Where significant Others are concerned the Other-component would usually be congruent, but when not so, congruence is generally achieved relatively quickly and easily. He probably achieves congruency in the Other-component quite often by causing the Other to change -- he is an "influential" person. On the other hand, he is sensitive to the needs of others and does not "use" others for his own ends without recognizing their need for congruence in their own personality matrices, since otherwise the dynamic interaction between Self and Others would too often not be smooth. At the same time the strength and state of congruence of his own self-components would lead him at times to restore congruency after contact with another by terminating his relationship with the Other wherever this is possible, or by being able to tolerate the incongruence so long as it continues without feeling constrained to change his self-unit.

For such an individual the dynamics of his personality matrices must usually be well-handled. He must have mastered techniques of bringing about smooth interactions relatively easily and quickly. With respect to the Self-unit he must have learned how to control his Self-behavior so that it is generally consistent with his Self-concept. It may be that such control is what is generally labelled "self-discipline". He is probably able to perceive long-range as well as short-range objectives and to adapt behavior to the former whenever necessary. Perhaps he possesses cognitive skill which enables him to choose more wisely than less stable individuals from among alternative behaviors that are possible from time to time. With respect to the Self-Other

interaction, perhaps techniques or attitudes such as the following could explain the effective individual's success in generally achieving smoothness in this area:

1. A habit of sympathy or empathy toward others as opposed to a habit of fear or mistrust.
2. A habit of concern for the well-being of others so that there is a strong tendency to soothe, fortify, build up, as opposed to a tendency to irritate, weaken, break down.
3. A tendency to "team up" rather than to oppose. Not a yes-sayer but genuinely willing to withhold judgment, a habit of attempting to understand.
4. Profound respect for others as human beings inherently worthy of respect.
5. Tendency to seek for strengths in others and to regard these as compensations for what he regards as faults or weaknesses.

All such conjectures as the above need to be demonstrated by empirical studies but they are in line with common experience and seem to fit into the theory. They can probably be accepted tentatively at least.

IMPLICATIONS FOR COUNSELLING

We are now ready to consider actual counselling procedures that might be tried by considering the needs of the individual seeking counselling from the above point of view. The disturbed individual must be suffering from incongruency in one or more of the three components of the personality matrix and in addition is probably suffering from lack of smoothness in the interaction between Self-concept and

Self-behavior or between the Self-unit and the Other-component or both. Inasmuch as there may be incongruence in the Self-concept individual counselling or group counselling of a non-directive type may be called for. In any case, a clarification of the Self-concept may be a necessary step to pave the way for possible changes which may be perceived as necessary. This could be done in the group situation by focusing the attention of the members of the group on the Self-concept.

If the locus of incongruence is in Self-behavior then a different approach may be called for. Individual or group counselling might be used but the counselling might most profitably be of a directive nature, aimed at helping the individual to develop techniques of managing Self-behavior.

If the interaction between Self and Other seem to be the chief difficulty, the counselling should almost certainly take place in a group setting where there are Self-Other interactions to work with. The counselling should be directive since again its concern will be with the learning of techniques that the individual can use and which he does not possess at the time or in which he has not developed sufficient skill.

It seems logical that an effective therapeutic program should involve all three steps or types of approach. All elements of the personality matrix are very closely bound together and any significant change in one component would likely affect all parts of the matrix. The order in which the three types of counselling is carried out may or may not be important, but it seems in the view of this theory to be important to carry out all three types in succession.

If the above conjectures are sound, and they appear on the surface to be acceptable in view of what has been said, it should on the whole be more productive in terms of desirable outcomes of counselling to use a counselling procedure that deliberately takes into account not only all three components of the personality matrix, but also the oscillating interaction element which appears to be an essential part of the total matrix. This is in contrast to a common procedure such as the purely client-centered approach where the chief locus of attention is on the Self-concept. We are now about ready to state hypotheses growing out of the above discussion but before doing so we will briefly review some related research.

Review of Related Research

Baymur and Patterson (1960) compared three methods of counselling high school underachievers. Besides their control group which received no counselling, they carried out individual client-centered counselling with one group, client-centered group counselling with another group and what was described as one-session motivational counselling with a third group. The non-counselled group and the one-session group failed to show any gain. The other two (counselled) groups showed positive results on two of the criteria. No advantage could be shown for group counselling compared to individual counselling which is interesting in view of the fact that the client-centered approach was used in both cases.

Philip and Peixotto (1959) carried out an experiment involving delinquent boys, to see if brief group psychotherapy (ten one-hour sessions spread over two and one-half weeks) could be shown to bring about beneficial personality changes. Trends showing such beneficial changes

were noted when the group was compared to an uncounselled control group, but only in reduction of hostility was a statistically significant difference (.05) shown. There was an indication that group counselling was probably capable of bringing about desirable personality changes.

Goldurgh and Glanz (1962) report an experiment in group counselling with college students unable to speak in class. The counselling method was described as "eclectic", featuring " . . . reflection, ventilation, interpretation, questioning, information-giving, reassurance and explanation." The counselling extended for eight weekly, one-hour sessions. Significant improvements were shown in Self-ratings, Instructor-ratings and Self-attitude scale ratings. The conclusion was that a relatively short period of group counselling was effective in dealing with this particular problem. The results seemed to suggest that a modification of a purely client-centered approach did show promise in terms of desirable outcomes.

A number of other studies have been carried out for the purpose of comparing multiple or group counselling with individual counselling (for example, Bilovsky et al, 1953; Hower, 1959). Hoyt (1955) and Hoyt and Moore (1960) see indications of the potential benefit of group counselling but suggest that this might depend on the setting and the purpose. Wright (1963) carried out an investigation of the relative merit of individual and group counselling for the purpose of interpreting to the counselees scores on their freshmen guidance tests. He concluded that group counselling was not only more economical than individual interviews (in terms of counselees per counsellor-hour) but equally effective in terms of the counsellee's self-understanding. He comments that group counselling can and should replace individual counselling where group interaction is seen

as important and where routine guidance tasks are involved.

The research which has been reviewed above appears to show the potential of group counselling in terms of desirable outcomes for the counselees and suggests that differences in the approach used could result in different outcomes. However no single experiment attempted to compare different methods of approach in the group situation on two similar groups. This is what the present study undertakes to do.

CHAPTER VI

HYPOTHESES

Since the personality matrix, in the view of the theory outlined in the early chapters, consists of three components (Self-concept, Self-behavior and Other-behavior) counselling, to be as effective as possible, should be carried out with due concern for all three of these components. Further, a dynamic element which has been described as an oscillating interaction between Self-concept and Self-behavior and between Self and Other is of great importance and worthy of specific attention. A counsellor ought to try to help the counselees in all these areas. This calls for a certain amount of teaching on the part of the counsellor who will endeavor as part of a necessary counselling procedure to teach techniques which appear to be used by effective people and to help his counselees to adapt and use such techniques themselves. Since these techniques almost certainly involve the oscillating interaction processes, counselling in a group situation not only seems logical but even necessary as at least part of the whole procedure.

The term "teaching" as used above is not to be construed as meaning merely to lecture or to present facts. The term is used in its best sense to indicate a process whereby an informed and skilled person (usually called the teacher or in this case the counsellor) directs another's activities or cognitive processes so that he learns whatever appears to both to be appropriate under the circumstances. Teaching is also considered to mean the process of making another aware of the kind

of knowledge or skills he should seek in assisting him to reach a goal that he perceives as desirable.

This is thought to be in contrast to a counselling procedure such as a purely client-centered method where the counsellor's role appears to be that of a person primarily concerned that the counsellee should clarify and make explicit his own Self-concept and learn to accept into awareness his own sensory and visceral experiences. In the client-centered view it seems to be assumed that this clarification of Self-concept and the encouragement offered to accept one's own experiences and feelings is the main requirement in bringing about a situation where the individual is able to function more effectively and comfortably. It is not contended so much that this point of view is wrong (for after all the Self-concept is one component of the personality matrix) but that it confines attention to only one component of the total matrix and that the client-centered approach at best gives only incidental (or perhaps merely accidental) attention to Self-behavior, Other-behavior and the oscillating interaction among the various components.

It is therefore hypothesized that:

1. A group consisting of individuals who appear to be in need of counselling but who are not given the benefit of any counselling will show less improvement over a given period of time than groups which are counselled.
2. A group consisting of individuals who appear to be in need of counselling and who are counselled only by means of a client-centered method will show some improvement since at least one of the components of the personality matrix has

received attention.

3. A group consisting of individuals who appear to be in need of counselling and who are counselled in such a way that all three components of the personality matrix receive attention and where an attempt is made to help the counsellee to handle the oscillating interaction processes more effectively will show more improvement than either of the first two groups.

Ideally for the above hypotheses to be adequately tested one would need three identical groups with all members of each group continuing to live during the experimental period in an identical environment. Obviously such conditions are for all practical purposes impossible to achieve. However an attempt can be made to approximate these conditions as closely as possible and in the experimental design which follows this was done by choosing all subjects from a single grade in the same high school and confining the experimental period to a part of the same school year.

CHAPTER VII

EXPERIMENTAL DESIGN

Sample

Fifty grade ten students attending the same city high school who had exhibited symptoms of inter-personal difficulties were identified as follows:

- (1) A list was consulted of students who had been referred to the counselling services of this high school by guidance and administrative personnel of feeder Junior High Schools on a form provided the previous spring by the high school. These students were referred because of a variety of difficulties the students had experienced while in Junior High School. Names were chosen where the comments indicated difficulty in inter-personal relations. Twelve subjects were obtained in this manner.
- (2) Grade ten counsellors were asked to name students with whom they had had contact during the first two and a half months of the school year who appeared to be having difficulty in inter-personal relations. The reports from four different counsellors were based on a purely subjective rating. Eight of the names which had been obtained as described under (1) above appeared again but twenty additional names were obtained.
- (3) Finally the writer went through an alphabetical file of cumulative records and examined the comments placed in these files by

teachers and counsellors during or at the end of the Grade nine year. If a record was found where the comments indicated that the student had difficulty with inter-personal relations and if this student had not previously been listed, the name was added to the list. This procedure was continued until an additional eighteen names had been obtained.

These fifty students were then asked to fill in the IPAT Jr.-Sr. High School Personality Questionnaire. (Cattell, 1963) The students were told that we wished to test this questionnaire for its usefulness for high school students and were asked to agree to take the questionnaire again later as a check. They were all asked if they would agree to take part in a series of counselling sessions if requested to be between the first and second writing of the questionnaire. All but four agreed to this. These four were then removed from the group since for the experiment to proceed it was necessary for all to agree to be counselled if required to.

After the first administration of the Questionnaire the forty-six papers were scored. They were then divided into two piles, one consisting of twenty girls and the other of twenty-six boys. Using a table of random numbers three groups of five girls were chosen. Nothing further was required of the remaining girls. Each of the three groups was then randomly assigned to one of the following categories: control, client-centered, directed. The first group was not counselled. The second group was counselled for five sessions of approximately thirty-five minutes duration each by a client-centered method of counselling. The last group was

counselled for the same length of time by a directive method of counselling. At the conclusion of the series of counselling sessions all members of all three groups were asked to complete the same form of the Questionnaire they had completed at the beginning of the experiment. (One girl withdrew from school after counselling began. She was a member of the "directed" group and this group therefore contained only four members at the end of the counselling sessions.)

In the same manner, by random selection, three groups of six boys were chosen from among the twenty-six who had completed the Questionnaire. The same procedure was followed as for the groups of girls. (One boy who was a member of the client-centered group withdrew from the group through illness after counselling began. This group contained only five members as a result.)

Test Instrument Used

A serious difficulty which had to be met in setting up this experiment involved the choice of a test instrument which would be sensitive enough to behavioral changes to reflect any change in personality pattern or dynamics which might have taken place between the two administrations of the test. One difficulty in this connection was that existing standardized instruments were constructed from a theoretical orientation that did not coincide with the theoretical orientation used by the writer. However the alternative to using a standardized instrument already published was the construction of a new instrument which would require standardization itself and this did not seem feasible in view of the time which would be required. Besides, if an instrument could be found which had been constructed so as to

measure many different aspects of the subject's total personality it seemed that there would be reason to believe that at least some aspects measured should reflect any basic changes that may have taken place between two successive administrations of the test if due consideration is given to an established Stability Coefficient.

With these considerations in mind the Jr.-Sr. High School Personality Questionnaire by R. B. Cattell (1963 revision) was chosen as the test instrument for the following reasons:

(1) The test seems to have been exceedingly well researched in the process of its construction.

(2) It was designed to measure fourteen separate factors each of which were very clearly delineated in the handbook. Thus there seemed a good chance that at least some of the sub-tests within the complete questionnaire would reflect any changes that might take place between two administrations.

(3) Reliability coefficients were available for each of the changes in scores noted in the two successive administrations.

(4) Cattell and his associates had carried out careful research in identifying scores indicative of "social adjustment" which appeared to be a means for assessing any improvement in inter-personal relations of the subjects in the present experiment.

Consequently it was felt that there was justification for using "The HSPQ" as a means of deciding on changes that had taken place over a period of time and further that there was reason to believe that the instrument would be sensitive enough to show differences that may occur as a result of two different methods of counselling.

Confirmation of Counselling Procedures

It was necessary to establish that the counsellor was indeed using two distinctly different procedures with each of the first two counselled groups. Tape recordings were made of all counselling sessions with the first groups counselled except for one session where a mechanical difficulty in the equipment prevented a recording. Recordings of nine sessions were presented in completely random order to a panel of eight judges (graduate students in a counselling practicum) with a request to categorize independently each session as client-centered counselling or as directive counselling. The results in table 1 below show that there was almost complete agreement in all sessions as to the procedure the counsellor was using. As will be seen the results in this table seemed to indicate that the counsellor did actually differentiate in the procedure used with each group.

Control of variables

It was the original intention of the counsellor to use a client-centered method of individual counselling with each member of both the experimental groups in each set (i.e. for both the boys and the girls). This would have been consistent with the theory the counsellor was using as it would have been a procedure designed to help the counselees clarify their own self-concept - one of the components of the personality matrix. It was eventually decided, however, that this very time-consuming process would unduly stretch out the period of counselling and thus increase the possibility of contamination by chance and environmental factors that could not be controlled. In addition it was

Method Intended by Counsellor		Method used according to judges assessing tapes independently							
		1	2	3	4	5	6	7	8
1	CC	CC	CC	CC	CC	CC	CC	CC	CC
2	CC	CC	CC	CC	CC	CC	CC	CC	almost CC
3	D	D	D	D	D	D	D	D	D
4	CC	CC	D	CC	CC	CC	D?	D	almost CC
5	D	D	D	D	D	D	D	D	D
6	D	D	D	D	D	D	D	D	D
7	D	D	D	D	D	D	D	D	D
8	D	tape missing - failed to record							
9	CC	CC	CC	CC	CC	CC	CC	CC	CC
10	CC	D	CC	CC	CC	CC	CC	CC	CC

Table I

CC - Client-centered method used with group

D - directive counselling used with group

realized that counselling where the focus is on the self-concept can and has been done in a group situation. The object of the experiment was to contrast two different types of group counselling and it seemed necessary therefore to confine all counselling to group work.

In every respect the two counselled groups being compared were treated exactly alike as to location of counselling room, arrangement of chairs and desks and recording equipment, time of day used for counselling sessions and method of arranging each succeeding conference. The only difference was that with one group a client-centered approach was used consistently in all sessions, while in the other the counselling was directive and each session was structured deliberately by the counsellor according to a pre-arranged pattern. Thus any differences which emerged when the two groups were compared at the end of the counselling period should have been, by and large, the result of different methods of counselling. The control group was used as a check against the effect of environmental and chance factors apart from counselling.

CHAPTER VIII

DESCRIPTION OF THE COUNSELLING PROCEDURES USED

1. Client-centered Groups

Here the counsellor endeavored to get the members of the group to talk freely and in an uninhibited manner. No attempt was made to suggest ideas or control the topics introduced. It was made clear to the members of the group that this was a special kind of group situation, probably unlike any in which they had ever found themselves, where there were absolutely no restrictions on what they said or how they said it. For this to be possible, it had to be understood that whatever was said was to be kept in strict confidence by all members and that if anyone would not agree to this condition he should withdraw immediately before any sessions began. (This proposition was made at the beginning of the first session for all counselled groups - client-centered and directed. No counsellee withdrew and so far as can be ascertained the "vow of silence" outside the group has been kept.) The group was told that there may be times when they would choose to remain silent and this was acceptable if they desired it. This initial procedure was felt to be in line with a suggestion by Bonney and Foley (1963).

The counsellor's role was that of listener and interpreter. The techniques of listening with "the inner ear", of reflection of what has been said, of reinforcement, of encouraging the counsellee to state as openly and accurately as possible what he really feels and to accept this feeling -- all these have been described by advocates and practitioners of the client-centered method, notably Carl Rogers (1951) who developed the method. The role of the counsellor here was supportive,

encouraging, accepting, empathic but not directive.

Every effort was made by the writer to use this approach consistently with these groups. Since obviously in view of the opening chapters of this thesis the writer must admit to a bias in favor of an approach that varies in some important respects from a purely client-centered approach, steps were taken to obtain an assessment of his effectiveness in the use of this procedure. Consequently the judges who identified the recorded interviews as client-centered were also asked to rate these interviews for effectiveness. The results of these ratings are shown in Table II below. On the whole the reaction was that the counselling was reasonably effective.

Independent Ratings by Eight Judges

Client-centered Session	Very Effective	Effective	Fairly Effective	Ineffective	Not Rated	Total
1		4	4			8
2		1	6	1		8
3		3	2		3	8
4	2	1	4		1	8
5	2	4	1		1	8
Total	4	13	17	1	5	40
	10%	32.5%	42.5%	2.5%	12.5%	

Table II - Judgments of the Effectiveness of Client-Centered Group

Sessions With the Group of Girls

2. Directed Groups

With these groups the counsellor used directed approach for all sessions. It must be said at the outset however that keeping in mind the definition of teaching which was given on page 33 it would be impossible to proceed without encouraging the counsellees to express themselves freely, and to seek for clarification of ideas and meanings frequently by the technique of reflection or of direct questioning. Obviously therefore some features of the client-centered method would be used with this group as well. It is interesting to note that one comment made by the chairman of the group of judges who listened to the tapes of the counselling sessions was that "some of the interviews really involve a "mixed" approach - an interchange of the two methods". No apology is made for this. It is felt to be perfectly legitimate within the theoretical orientation being used to employ client-centered techniques wherever they are appropriate, especially in attempting to help the counsellees to clarify the self-concept.

The essential feature of the procedure being outlined here is not that it does not use any type of client-centered approach so much as that it does not confine itself to this. The total series of counselling sessions were deliberately planned and a "structure" was maintained by the counsellor who directed the attention of the counsellees to aspects of behavior and of cognitive processes that were felt to be crucial in learning to build more effective systems of matrices and in learning to achieve congruence in each component of the personality matrix. In this

sense the counselling was essentially directive even though at times some client-centered techniques may very well have been employed.

The chief concerns of the counsellor for the "directed" group were as follows:

1. To see that a definite, pre-arranged progression was followed as the interview sessions went on so that each component of the personality matrix received attention.
2. To see that attention was paid to the matter of techniques of dealing with the interaction processes since "According to interpersonal congruency theory, the individual actively uses techniques or mechanisms for maintaining his interpersonal environment so as to maximize congruency". (Secord and Backman 1964, p. 584)

It is not yet clear whether the order in which the counsellor deals with each of the three components (Self-concept, Self-behavior, Other-behavior) is a matter of any concern. In this experiment it was decided to concentrate on the components in the order shown in the parenthetical listing above but later investigations may very well show that some other order is preferable.

It would have been consistent with the rationale for this experiment to have used a purely client-centered approach with this group in the early sessions where the Self-concept component was the focus of attention. This was not done however because of possible confusion for the counsellees when it became necessary later on in the counselling sessions for the counsellor to become directive. H. S. Coffey (1952)

states that " . . . when there is an attempt to place a heavy emphasis on the psyche-group and the socio-group processes simultaneously, the strain on the group process is frequently such as to lead to the dissolution of the group". It appeared wise for the counsellor to maintain a consistent role throughout.

The outline which follows is a statement of the procedure followed with the directed groups together with brief explanatory comments where necessary. References are made to various sources of ideas especially with respect to techniques that have appeared to others to be effective in the business of living a satisfactory life, which in the present view means the building of congruent and smoothly functioning systems of personality matrices.

Structure of Counselling Sessions for Directed Groups:

Phase One - The Self-concept

The aim of the early counselling sessions was to help the individuals in the group to clarify and make explicit as possible their own Self-concept; to reveal their own values and ideals, to struggle to reach tentative conclusions in areas of doubt, to accept differences in one another's ideas and ideals and to accept the idea that one's set of values is to some extent at least subject to change and modification as experiences accumulate.

Method of procedure was to ask the members of the group to call to mind (and between sessions to observe) individuals whom they like and admire and to identify the attractive characteristics of these people

whom they have or would like to have as friends. In the discussions which followed and in the verbal struggles to define and clarify terms and justify opinions, their own Self-concept gradually revealed itself. One revealing exercise was a struggle by the group to draw a verbal picture of an "ideal" person.

Phase Two - The Self-concept - Self-behavior Interaction: Techniques

The aim of this phase of the counselling sessions was to spark discussions on how to act in a manner consistent with one's own ideas of right - wrong, good - bad; to identify the bases on which decisions should be made; to decide what to do about errors and mistakes. In technical terms the discussions centered about how to achieve congruence in the two Self components and how to arrive at a state of smooth interaction.

Some attention was paid to the question of semantics (see Johnson 1946, especially 432 and following where the question of the error of dichotomizing "success" and "failure" is dealt with); the question of developing a positive, optimistic attitude (Peale, 1954); the necessity of clear understandings rather than over-simplified labelling (Johnson 1946 p. 265); the necessity for developing courage and self-discipline in making decisions which "square" with what you feel at the moment is "right". In line with the thinking of Mowrer (1964) regarding "confession of error" as well as Johnson's (1946) suggestion of regarding failure or success as merely degrees of difference between expectation and achievement, the group was led to consider specific techniques for dealing with the achievement of congruence between

Self-concept and Self-behavior.

Phase Three - Here attention was concentrated on the Other-component and particularly on what was involved in "getting along with others", that is, the dynamics of the Self-Other interaction. Genuine consideration for others seemed to be an important aspect here. The importance of this is dealt with in many ways by writers in many fields. Most religious systems present real concern for others' welfare as crucial (for example the Christian injunctions to love one another, to forgive enemies, to refrain from judgment of others). Mowrer (1964) suggests that openness or confession to Significant Others is essential in establishing the sort of relationship with others that will put one's own mind at peace (restore the congruence of Self-concept and Self-behavior) and make possible an interaction with others that is smooth. Douglas (1952) expresses the matter in another way in his "charity in secret" formula that is the essence of genuine concern for others. Johnson (1954) particularly on page 432 deals with the same matter from the point of view of a semanticist.

Selective interaction with others (in common terms choosing one's associates wisely) seems to be one useful technique for establishing a stable personality matrix. Secord and Backman (1964) express it this way: "The Greater the number of significant others who are seen as defining oneself in a manner compatible with one's own definition the more resistant to change is that definition".

The habit of empathy, of learning to really observe and really listen to others, would appear to be an important technique. If accurate

perception of others occurs the interaction is more apt to be stable since false or inaccurate perception is surely a poor basis for smooth interactions. Perhaps such accuracy of perception is at the very root of true concern for others which may indeed enable one even to "love one's enemies".

It is not suggested that philosophical or technical discussions took place in this phase of the directed counselling process but relations with others were discussed in practical terms with a view to developing ideas and perceptions. One device used was to ask the group to observe exactly what a "popular" person did which resulted in his being popular and their struggles to report these observations in explicit terms permitted discussions to be lead along the lines of thought indicated in the previous paragraph. It goes without saying that the interactions among the members of the group provided a practical setting for these discussions and afforded the counsellor many opportunities for helping the members to clarify their perceptions of the Self-Other interaction process.

It is most difficult to report in explicit terms a series of counselling sessions, but it is hoped that what has been given will reveal at least in broad outline the procedure that was used with this group.

For the two groups of girls each group, client-centered and directed, was given a series of five counselling sessions of roughly thirty-five minutes each over a period of five weeks. For the boys' groups each group was counselled for periods of thirty-five minutes for a total of

six sessions over a period of about seven weeks. Three or four days after the closing counselling sessions were terminated, the counsellees were again asked to complete the IPAT questionnaire using the same form of this test that they had completed four months previously, well before the counselling sessions started. Corresponding control groups were re-tested at the same time as each of the experimental groups.

CHAPTER IX

RESULTS OF THE STUDY

1. Comparison of Scores on First and Second Testing.

TABLE 1: FIRST GROUP (girls)

FACTOR	Group: No Counselling Between Testings (N = 5)		Client-Centered Counselling Between Testings (N = 5)		Directed Counselling Between Testings (N = 4)	
	Testing: 1.	2.	1.	2.	1.	2.
A	5.6 (n.s.)	4.6	5.6 (n.s.)	5.4	5.0 (n.s.)	4.5
B	6.2 (n.s.)	6.6	7.0 (n.s.)	7.2	6.0 (n.s.)	6.0
C	4.8 (n.s.)	5.2	5.4 (n.s.)	5.4	3.5 (n.s.)	4.5
D	5.0 (n.s.)	5.2	5.4 (n.s.)	5.2	5.25 (n.s.)	5.25
E	7.2 (n.s.)	6.6	4.0 (.025)	6.0	5.5 (n.s.)	5.75
F	5.6 (n.s.)	5.8	5.8 (n.s.)	6.2	5.25 (n.s.)	5.00
G	7.4 (n.s.)	7.0	6.4 (n.s.)	5.4	5.25 (n.s.)	5.75
H	3.6 (n.s.)	3.0	4.2 (n.s.)	4.0	4.5 (n.s.)	4.0
I	4.4 (n.s.)	4.8	4.8 (n.s.)	5.0	5.25 (n.s.)	5.25
J	3.8 (n.s.)	3.6	5.2 (n.s.)	5.8	5.5 (.10)	4.25
O	5.8 (n.s.)	6.4	6.0 (n.s.)	5.6	6.25 (n.s.)	5.25
Q2	6.2 (n.s.)	7.4	6.2 (n.s.)	6.4	5.75 (n.s.)	7.00

TABLE 1: FIRST GROUP (girls) - continued

FACTOR	Group: No Counselling Between Testings (N = 5)		Client-Centered Counselling Between Testings (N = 5)		Directed Counselling Between Testings (N = 4)	
	Testing: 1. 2.		1. 2.		1. 2.	
Q3	4.4 (n.s.)	5.4	5.4 (n.s.)	5.4	5.50 (n.s.)	6.75
Q4	6.4 (n.s.)	5.4	5.0 (n.s.)	6.0	6.25 (n.s.)	5.50

TABLE 2: SECOND GROUPS (boys)

FACTOR	Group: No Counselling Between Testings (N = 6)		Client-Centered Counselling Between Testings (N = 5)		Directed Counselling Between Testings (N = 6)	
	Testing: 1. 2.		1. 2.		1. 2.	
A	6.33 (n.s.)	6.17	4.60 (n.s.)	4.00	4.83 (n.s.)	5.33
B	5.33 (n.s.)	6.17	7.00 (n.s.)	7.40	7.33 (n.s.)	6.83
C	4.17 (n.s.)	5.00	5.60 (n.s.)	5.20	6.50 (n.s.)	5.83
D	6.00 (n.s.)	6.67	5.20 (n.s.)	5.80	5.33 (n.s.)	5.67
E	6.33 (n.s.)	6.83	5.40 (n.s.)	5.40	5.00 (Sig. .025)	7.00
F	6.00 (n.s.)	6.17	5.00 (n.s.)	5.00	5.17 (n.s.)	5.17
G	5.67 (n.s.)	6.33	6.4 (n.s.)	6.4	6.17 (Sig. .10)	5.17

TABLE 2: SECOND GROUPS (boys) - continued

	Group: No Counselling Between Testings (N = 6)		Client-Centered Counselling Between Testings (N = 5)		Directed Counselling Between Testings (N = 6)	
	Testing: 1.	2.	1.	2.	1.	2.
FACTOR						
H	5.83 (n.s.)	5.83	5.20 (n.s.)	6.00	5.50 (n.s.)	5.33
I	5.83 (n.s.)	4.67	4.40 (n.s.)	6.00	4.00 (n.s.)	4.17
J	4.17 (n.s.)	4.67	6.60 (n.s.)	6.40	6.83 (n.s.)	7.17
O	5.50 (sig. .10)	7.17	5.20 (n.s.)	4.60	6.17 (n.s.)	6.17
Q2	5.17 (n.s.)	4.83	7.40 (n.s.)	7.60	6.33 (n.s.)	5.83
Q3	4.33 (n.s.)	4.67	5.00 (n.s.)	5.20	4.17 (n.s.)	4.83
Q4	7.33 (n.s.)	6.00	5.4 (n.s.)	5.4	5.67 (n.s.)	5.83

Tables 1 and 2 above give the comparisons of average scores made by each group on each factor (More detailed reporting is given in tables A and B Appendix 1). The bracketed notation under each pair of average scores indicates level of significance of difference, if any, using one-tailed t-test.

2. Effect of Counselling on Anxiety Scores:

On the assumption that if counselling is effective it would tend to reduce anxieties felt by the counselees it seemed worth while to

investigate the average anxiety scores of each of the groups. Table 3 gives the anxiety score obtained by Cattell's formula (described in the Handbook to the H.S.P.Q.) using the average score of the group on each of the pertinent factors.

TABLE 3: Anxiety Scores on First and Second Testing

Group:	Girls (No Counselling)		Girls (Client-centered counselling)		Girls (Directed counselling)	
Testing:	1st	2nd	1st	2nd	1st	2nd
Anxiety Score	61.2	59.0	56.4	57.4	60.5	54.0

Group:	Boys (No Counselling)		Boys (Client-centered counselling)		Boys (Directed counselling)	
Testing:	1st	2nd	1st	2nd	1st	2nd
Anxiety Score:	63.00	64.51	54.8	54.0	58.00	58.52

(Possible range of Anxiety Scores 10 - 100. 60 indicates slightly high anxiety; 55 would be average.)

An examination of the data in Table 3 shows very little change for most of the groups, whether or not they received any type of counselling, in the average anxiety scores. One exception was a reduction of a score Cattell calls "slightly high anxiety" on the part of the group of girls receiving directed counselling to a score slightly below average. The group of girls receiving no counselling who started with almost the same anxiety score did not show the same reduction of score on the second testing. However the boys receiving directed counselling showed virtually no change.

3. Comparisons by Means of the Profile Similarity Index

In the Handbook for The H.S.P.Q. Cattell gives profiles showing the average scores made by groups of subjects on the criterion of "Social Adjustment". Since the groups under investigation in the present study were chosen on the basis of apparent difficulties in social adjustment, a comparison was made of the profiles of each of the groups on both first and second testing with the profile of the "best adjusted" group reported by Cattell. This was done by using the profile similarity index (r_p) using the formula
$$\frac{2\chi^2 - \sum d^2}{2\chi^2 + \sum d^2}$$
 as suggested by Horn (1961). Table 4 gives the results of these calculations.

TABLE 4

Group	r_p (first testing)	r_p (second testing)
Girls (no counselling)	.0649	- .0354
Girls (client-centered couns.)	.364	.240
Girls (directed couns.)	.050	.082
Boys (no counselling)	.107	.193
Boys (client-centered couns.)	.293	.081
Boys (directed couns.)	.293	.247

As will be seen, this investigation, using all fourteen factors fails to reveal any significant movement toward a greater similarity to the profile of the socially well-adjusted. In fact the profile "fit" is in most cases less close on the second testing than on the first. The reason for this is likely that so many of the factors

making up the total of 14 failed to change in any consistent manner (that is, were unaffected by counselling) that we are dealing with what amounts to random relationships and no definite pattern could be expected. It is becoming more and more clear that neither type of counselling affected all factors nor affected certain factors equally.

Another way of investigating the amount of change which took place between the first and second testings would be to use the index of profile similarity (r_p) to compare the profile of a group on its second testing with its own profile on the first testing. The less change which had taken place the higher the value of r_p would be. If counselling had caused a marked change to take place this should show up as a lower r_p value for the counselled groups compared to those groups not counselled. Table 5 below summarizes the findings.

TABLE 5: Comparison of Scores on First and Second Testing using Profile Similarity Index (r_p)

Group	r_p	P*
Girls (no counselling)	.669	.01
Girls (client-centered couns.)	.588	.01
Girls (directed couns.)	.555	.01
Boys (no counselling)	.497	.01
Boys (client-centered couns.)	.643	.01
Boys (directed couns.)	.586	.01

(*Table 1 - Horn (1961))

Since the probability of exceeding any of these values of r_p with

$K = 14$ is .01 or less, no real significance can be attached to any of them - that is, there is no statistical way of showing a significant change having taken place in any of the groups. The trend seems to be as predicted for the girls groups but this did not hold true for the boys. The lack of significance probably means only that this test is not sensitive enough to measure the small amount of difference between the socially well-adjusted and the socially poorly adjusted with any degree of certainty and this is indicated by the fact that $r_p = .495$ when comparing Cattell's two groups of boys (Table E page 20 of the Handbook to the H.S.P.Q.). With these reservations there is some indication that client-centered and directed counselling for the girls did bring about more change than chance factors operating on the control group and that directed counselling for the boys was more effective in bringing about change than was client-centered counselling with this group. In the case of the girls also directed counselling may have brought about slightly more change.

Discussion

Observations on changes noted for each factor measured by the test:

Factor A: (Reserved vs Outgoing) There is no statistical evidence that counselling of any kind affected this factor. The general trend was a slight movement toward reserved, detached, critical on the part of all the groups except the boys who received directed counselling. This latter group started quite low on the scale and moved slightly toward the population mean. This result might have been expected since common observation

tends to show that the "reserved vs outgoing" trait seems to be quite stable for any given individual.

Factor B: This measure of intellectual ability showed no significant change in any group as was expected.

Factor C: (low ego strength vs high ego strength) There is indication of a tendency on the part of all the groups whether counselled or not to move toward the population mean on this factor. There is little evidence that either kind of counselling had much effect on ego strength.

Factor D: (temperament) There is no indication that counselling of any kind affected this factor.

Factor E: (submissive vs dominance) The results are not entirely consistent here but there is some indication that counselling can significantly increase a trend toward assertiveness and independence as opposed to obedience and conformity. The girls' client-centered counselled group and the boys' directed counselled group both showed a statistically significant increase toward dominance. With the girls' uncounselled group, chance factors (possibly the school environment) seemed to increase submissiveness, a trend which was apparently held in check or reversed by counselling. For the boys, chance factors caused a very slight increase in dominance and client-centered counselling seemed to have no effect in this area.

Factor F: (sober vs happy-go-lucky) Counselling seemed to have no effect on this factor. No significant or consistent pattern of change

emerged here.

Factor G: (weak vs strong superego strength) It appears that an outcome of either type of counselling can be a weakening of superego strength. In both cases this involved a movement toward the population mean and may simply mean that the counselling process encourages the counselees to think through their problems rather than rely on blind compliance with rules. In any case all counselled groups ended up lower on the super-ego scale than uncounselled groups. The change toward "less rule-bound" achieved statistical significance for the boys directed-counselled group.

Factor H: (shy vs venturesome) Although not statistically significant there was a tendency on the part of every group but one to move slightly toward the shy, restrained end of the scale. Counselling seemed to have no effect (unless, in view of a consistent opposite trend, the slight movement of the boys' client-centered counselled group toward the "venturesome, uninhibited" end of the scale is significant). It is possible that the scores simply indicate a quite consistent effect of the school environment on these grade ten students since this was a common influence operating upon all the groups under investigation.

Factor I: (self-reliant vs dependent) Rather surprisingly, counselling seemed to have little effect on this dimension and the largest change (1.6 stens, which approaches statistical significance) indicated a movement toward "dependent sensitive" on the part of the client-centered

group of boys.

Factor J: (given to group action vs obstructive individualistic)

The picture is not clear. Directed Counselling of the girls' group resulted in a movement toward group action (significant at the .10⁴ level) while the same type of counselling for the boys group resulted in a slight move in the opposite direction (not significant). Client-centered counselling had slight but opposite effects on the boys' and girls' groups. Despite the apparent significance of directed counselling upon the girls' group it appears that the effect of counselling is at least unpredictable for this factor.

Factor O: (self-assured, placid vs apprehensive, worrying) It is interesting to note that there is definite indication that counselling of both types tends to increase self-assurance and decrease worried, troubled feelings. Although the change in this direction did not reach statistical significance compared to the amount of change, what change there was takes on more significance because both uncounselled groups showed a definite and in the case of the boys statistically significant increase toward the apprehensive end of the scale. For the girls, directed counselling seemed more effective here than client-centered counselling but for the boys the opposite seemed to be the case. However, though the boys' group receiving directed counselling remained unchanged on the average, this counselling may have at least prevented the increase in apprehension shown by both uncounselled groups.

Factor Q2: (group dependence vs self-sufficiency) None of the changes

noted were statistically significant although the change toward self-sufficiency on the part of the girls' group receiving directed counselling approached significance. On the other hand the uncounselled girls' group showed almost as much change in the same direction and the boys' group receiving directed counselling moved slightly in the direction of group dependence. No clear pattern emerges.

Factor Q3: (low integration vs high Self-concept control) Although statistical significance was not achieved there is a consistent trend evident in the results for this factor tending to suggest that directed counselling is much more effective than client-centered counselling in increasing self-concept control and self-discipline. Client-centered counselling had little or no effect here and may even have had an inhibiting effect since both uncounselled groups made more gain than the client-centered counselled groups. Although conclusions must be tentative since statistical significance was not achieved, still the overall consistency of trend for all groups makes it appear that attention to the techniques of bringing about congruence in the personality matrix which was given in the directed counselling sessions does result in more successful control of Self-concept and Self-behavior. This is what might have been expected from the Secord and Backman theory and the results for this factor provide some evidence in confirmation of this expectation.

Factor Q4: (relaxed vs tense) For this factor there appeared to be a consistent tendency to revert to the general population mean of 5.5 stens with a decrease of tension. The only exception was the group of

girls counselled by the client-centered method where there was a whole sten increase in tension. However none of the changes were large enough or consistent enough to permit any generalization to be made.

Briefly summarized, the above observations can be stated as follows:

- (1) Factors A, B, C, D, F, H, Q₂, and Q₄ appear to have been unaffected by counselling.
- (2) Client-centered counselling appears to have had the following effects:
 - (a) tended to increase dominance (Factor E)
 - (b) tended to increase sensitivity (Factor I)
 - (c) tended to decrease worry and increase self-assurance (Factor 0)
- (3) Directed counselling appears to have had the following effects:
 - (a) tended to increase dominance (Factor E)
 - (b) tended to decrease super-ego strength (Factor G)
 - (c) tended (in one group) to increase zeppia (given to group action)
 - (d) tended to decrease worry and increase self-assurance (Factor 0)
 - (e) tended to increase self-concept control and self-discipline (Factor Q₃)
- (4) The uncounselled groups showed no significant change except one. This was in Factor 0 and was an undesirable change in the direction of increased worry and apprehension.

Table 6 below summarizes the statistically significant differences found (one-tailed t-test).

TABLE 6

Significant Changes Between First and Second Testings

Factor	Uncounselled Groups	Client-Centered Counsellied Groups	Directed Counsellied Groups
E		girls (.025)	boys (.025)
G			boys (.10)*
J			girls (.10)
0	boys (.10)*		

*Change in an undesirable direction, i.e. not an "improvement"

The information in the above table requires some clarification. For the uncounselled groups it can be seen that only one significant change occurred. This change in Factor 0 represents an increase in anxiety and is therefore not an improvement. For the uncounselled groups it is clear that no improvement can be shown between the first and second testings.

In the client-centered counsellied groups only one statistically significant change occurred. The group of girls on first testing was considerably below the population mean on the submissive - dominance scale (Factor E). After counselling the average score for this group moved toward the population mean in the direction of more dominance. This change is considered to be an improvement since it was a move toward a more "normal" score (the population mean) and since the score was closer to the mean score obtained by Cattell's group of "best socially adjusted"

girls (Handbook for the HSPQ page 21).

In the directed counselling group three significant changes occurred.

For the boys' group Factor E changed on the average from sten 5 on the first testing to sten 7 after counselling. The question is whether this move so far toward the dominance end of the scale was an improvement. The score on the second testing is above average and high but not extremely high. Cattell in his Handbook (page 15) refers to his own experiment which shows that "groups in which all members are on the high side in dominance show more effective role interaction and more truly democratic procedure. They 'feel free to participate', they readily raise group problems and they criticize group defects." It is possible that the increased score in the dominance factor represents an improvement in the role interaction and group participation skills of these boys. It does not seem unreasonable to classify the change in this factor as an improvement.

For the same group of boys a drop from 6.17 stens to 5.17 stens occurred for Factor G, representing a decrease in super-ego strength and a movement closer to the population mean on this factor. As mentioned previously (page 60) this seemed to be a trend result of all counselling. It is difficult to decide if the significant change which occurred in this group represents an improvement. In Cattell's investigation reported in his Handbook (page 20) his "best socially adjusted" group had an average score of 6.05 on this factor compared to a score of 5.42 for his "least well-adjusted". On this criterion the change above could be considered a regression rather than an improvement. On the other hand it is possible that the change which counselling seems to have brought

about represents a greater tendency on the part of these boys to think through their problems more freely and to rely less on rules. However, since such an observation can only be conjecture at this point, the change which occurred has been classed as not an improvement.

The final significant change noted was that of the girls directed-counselled group on Factor J. The change represented a move away from the population mean but toward zeppia (vigorous, goes readily with group action). Since all groups were chosen on the basis of apparent difficulties in interpersonal relations, such a change is considered to have been a desirable outcome of counselling and hence an improvement.

CHAPTER X

SUMMARY OF FINDINGS AND IMPLICATIONS FOR FURTHER RESEARCH

Hypothesis 1 was that the uncounselled groups would show less improvement over a given period of time than the counselled groups. The findings lend some support to this hypothesis.

Hypothesis 2 was that the groups counselled by means of the client-centered method would show some improvement. Statistically significant evidence was found in support of this hypothesis only in one factor for one group.

Hypothesis 3 was that the groups counselled by means of a directed counselling method would show the most improvement. Two different groups showed significant improvement in two different factors. One group showed a significant change in another factor which change however could not with any certainty be classified as an improvement. Thus there was only slight support for this hypothesis.

No clear-cut conclusions can be arrived at on the basis of the evidence found. There appears to be some indication in favor of directed counselling in a group approach but statistically significant evidence does not allow for a conclusive statement. There is need for some replications of this study to see if the rather sparse evidence found in favor of directed counselling can be further supported. It is felt that the appearance of some evidence in favor of directed counselling at least merits further investigation of the theory which seems to suggest such

a procedure.

It is possible that more significant results might have been obtained had the period of counselling been extended, and this would be worth investigating. It is possible that a combination of individual counselling and group counselling would be more effective. It would be interesting to test the results of client-centered counselling on an individual basis followed by directed group counselling. Such a pattern of counselling would be in accordance with the Secord and Backman theory as developed in this thesis and might be found more effective than group counselling alone.

It is hoped that others will be encouraged to experiment with directed group counselling and add their findings to this small beginning.

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APPENDIX A

Tables A and B below give detailed comparisons of scores obtained by all groups on first and second testing by means of Cattell's High School Personality Questionnaire Form A.

TABLE A - FIRST GROUPS (GIRLS)

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor A		3	5	6	5	5	3
		7	6	6	7	5	6
		5	5	6	7	6	3
		8	6	6	3	4	6
		<u>5</u>	<u>1</u>	<u>4</u>	<u>5</u>	—	—
		28	23	28	27	20	18
Group Average:		5.6	4.6	5.6	5.4	5.0	4.5
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor B		5	5	6	6	8	8
		4	8	6	6	5	6
		6	6	10	10	6	5
		8	6	6	6	5	5
		<u>8</u>	<u>8</u>	<u>7</u>	<u>7</u>	—	—
		31	33	35	36	24	24
Group Average:		6.2	6.6	7.0	7.2	6	6
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table A - First Group (Girls) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor C		5	7	8	8	4	4
		6	6	7	7	3	4
		3	4	4	6	4	5
		6	6	4	2	3	5
		<u>4</u>	<u>3</u>	<u>4</u>	<u>4</u>	—	—
		24	26	27	27	14	18
Group Average:		4.8	5.2	5.4	5.4	3.5	4.5
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor D		4	1	8	7	5	6
		4	4	4	3	3	4
		7	7	4	5	5	3
		5	6	4	4	8	8
		<u>5</u>	<u>8</u>	<u>7</u>	<u>7</u>	—	—
		25	26	27	26	21	21
Group Average:		5.0	5.2	5.4	5.2	5.25	5.25
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table A - First Groups (Girls) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor E		7	7	3	4	6	9
		9	8	4	7	10	10
		3	5	7	7	1	1
		8	7	1	3	5	3
		<u>9</u>	<u>6</u>	<u>5</u>	<u>9</u>	—	—
		36	33	20	30	22	23
Group Average:		7.2	6.6	4.0	6.0	5.5	5.75
Significance of difference:		(n.s.)		(sig. .025)		(n.s.)	
Factor F		1	4	4	5	5	5
		8	7	5	6	6	7
		8	8	7	8	6	3
		7	6	5	5	4	5
		<u>4</u>	<u>4</u>	<u>8</u>	<u>7</u>	—	—
		28	29	29	31	21	20
Group Average:		5.6	5.8	5.8	6.2	5.25	5.00
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table A - First Groups (Girls) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor G		9	8	8	9	4	3
		9	8	8	8	4	4
		6	6	6	4	6	8
		8	9	6	5	7	8
		<u>5</u>	<u>4</u>	<u>4</u>	<u>1</u>	—	—
		37	35	32	27	21	23
Group Average:		7.4	7.0	6.4	5.4	5.25	5.75
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor H		5	5	5	6	4	2
		5	5	6	5	5	4
		1	1	4	2	5	7
		5	3	1	3	4	3
		<u>3</u>	<u>1</u>	<u>5</u>	<u>4</u>	—	—
		19	15	21	20	18	16
Group Average:		3.6	3.0	4.2	4.0	4.5	4.0
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table A - First Groups (Girls) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor I		4	1	6	4	9	9
		4	4	3	5	2	4
		4	7	3	4	3	4
		6	6	7	9	7	4
		<u>4</u>	<u>6</u>	<u>5</u>	<u>3</u>	—	—
		22	24	24	25	21	21
Group Average:		4.4	4.8	4.8	5.0	5.25	5.25
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor J		5	7	6	6	7	4
		1	3	4	4	5	5
		6	4	7	8	4	4
		4	3	5	6	6	4
		<u>3</u>	<u>1</u>	<u>4</u>	<u>5</u>	—	—
		19	18	26	29	22	17
Group Average:		3.8	3.6	5.2	5.8	5.5	4.25
Significance of difference:		(n.s.)		(n.s.)		(sig. .10)	

Table A - First Groups (Girls) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor 0		6	7	3	3	5	8
		4	6	6	6	7	6
		8	8	7	4	5	2
		5	5	7	8	8	5
		<u>6</u>	<u>6</u>	<u>7</u>	<u>7</u>	—	—
		29	32	30	28	25	21
Group Average:		5.8	6.4	6.0	5.6	6.25	5.25
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor Q ₂		10	7	3	7	5	4
		7	7	7	6	1	4
		7	10	7	5	7	10
		3	5	10	10	10	10
		<u>4</u>	<u>8</u>	<u>4</u>	<u>4</u>	—	—
		31	37	31	32	23	28
Group Average:		6.2	7.4	6.2	6.4	5.75	7.00
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table A - First Groups (Girls) - continued

	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
Testing:	1st	2nd	1st	2nd	1st	2nd
Factor Q3	7	8	5	7	6	6
	6	7	6	4	4	4
	2	1	4	5	7	7
	4	6	6	6	5	10
	<u>3</u>	<u>5</u>	<u>6</u>	<u>5</u>	—	—
	22	27	27	27	22	27
Group Average:	4.4	5.4	5.4	5.4	5.5	6.75
Significance of difference:	(n.s.)		(n.s.)		(n.s.)	
Factor Q4	5	4	6	4	5	7
	6	4	6	5	9	6
	7	5	4	7	6	3
	6	7	2	5	5	6
	<u>8</u>	<u>7</u>	<u>7</u>	<u>9</u>	—	—
	32	27	25	30	25	22
Group Average:	6.4	5.4	5.0	6.0	6.25	5.50
Significance of difference:	(n.s.)		(n.s.)		(n.s.)	

(Test of significance - one-tailed T-test for above and all subsequent tables)

TABLE B - SECOND GROUPS (BOYS)

		<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
Testing:		1st	2nd	1st	2nd	1st	2nd
Factor A		5	5	9	6	4	7
		9	10	4	5	4	4
		6	5	3	4	6	8
		8	8	2	2	1	1
		3	3	5	3	7	5
		<u>7</u>	<u>6</u>	—	—	<u>7</u>	<u>7</u>
		38	37	23	20	29	32
Group Average:		6.33	6.17	4.60	4.00	4.83	5.33
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor B		5	3	8	8	8	6
		5	5	6	7	6	6
		3	5	5	6	6	7
		5	8	8	8	8	8
		6	8	8	8	8	8
		<u>8</u>	<u>8</u>	—	—	<u>8</u>	<u>6</u>
		32	37	35	37	44	41
Group Average:		5.33	6.17	7.00	7.40	7.33	6.83
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor C		5	9	9	4	9	6
		6	4	6	5	9	9
		2	2	3	6	7	4
		4	5	2	6	4	4
		4	5	8	5	6	6
		<u>4</u>	<u>5</u>	<u>—</u>	<u>—</u>	<u>4</u>	<u>6</u>
		25	30	28	26	39	35
Group Average:		4.17	5.00	5.60	5.20	6.50	5.83
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor D		4	4	6	8	4	3
		4	8	4	4	6	8
		7	9	6	6	8	7
		7	6	5	6	6	6
		9	5	5	5	4	5
		<u>5</u>	<u>8</u>	<u>—</u>	<u>—</u>	<u>4</u>	<u>5</u>
		36	40	26	29	32	34
Group Average:		6.00	6.67	5.20	5.80	5.33	5.67
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor E		2	3	3	3	5	7
		10	10	6	8	5	6
		7	7	6	5	5	8
		10	10	6	6	3	5
		6	6	6	5	8	8
		<u>3</u>	<u>5</u>	—	—	<u>4</u>	<u>8</u>
		38	41	27	27	30	42
Group Average:		6.33	6.83	5.40	5.40	5.00	7.00
Significance of difference:		(n.s.)		(n.s.)		(sig. .025)	
Factor F		4	4	2	5	5	5
		10	10	7	7	4	4
		4	5	5	4	7	5
		9	10	5	4	1	4
		4	3	6	5	6	5
		<u>5</u>	<u>5</u>	—	—	<u>8</u>	<u>8</u>
		36	37	25	25	31	31
Group Average:		6.00	6.17	5.00	5.00	5.17	5.17
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor G		9	7	6	8	5	6
		4	6	8	8	7	5
		6	6	7	4	4	4
		5	6	5	6	8	6
		4	6	6	6	7	6
		<u>6</u>	<u>7</u>	—	—	<u>6</u>	<u>4</u>
		34	38	32	32	37	31
Group Average:		5.67	6.33	6.4	6.4	6.17	5.17
Significance of difference:		(n.s.)		(n.s.)		(sig. .10)	
Factor H		8	7	8	8	7	4
		9	6	7	9	7	5
		3	3	3	5	5	3
		6	6	4	4	1	5
		5	8	4	4	5	5
		<u>4</u>	<u>5</u>	—	—	<u>8</u>	<u>10</u>
		35	35	26	30	33	32
Group Average:		5.83	5.83	5.20	6	5.50	5.33
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

		<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
Testing:		1st	2nd	1st	2nd	1st	2nd
Factor I		8	3	6	7	5	3
		7	8	7	6	4	5
		6	4	6	4	7	6
		4	4	2	7	1	3
		3	3	1	6	2	4
		<u>7</u>	<u>6</u>	<u>—</u>	<u>—</u>	<u>5</u>	<u>4</u>
		35	28	22	30	24	25
Group Average:		5.83	4.67	4.4	6	4.00	4.17
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	
Factor J		7	3	5	7	6	3
		4	2	9	7	9	8
		5	7	6	5	10	9
		2	2	5	4	8	10
		4	10	8	9	5	7
		<u>3</u>	<u>4</u>	<u>—</u>	<u>—</u>	<u>3</u>	<u>6</u>
		25	28	33	32	41	43
Group Average:		4.17	4.67	6.6	6.4	6.83	7.17
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

	Testing:	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
		1st	2nd	1st	2nd	1st	2nd
Factor 0		5	7	2	4	6	6
		4	8	4	3	4	5
		5	10	3	5	9	9
		6	5	8	7	6	5
		7	8	9	4	7	6
		<u>6</u>	<u>5</u>	—	—	<u>5</u>	<u>6</u>
		33	43	26	23	37	37
Group Average:		5.5	7.17	5.2	4.6	6.17	6.17
Significance of difference:		(sig. .10)		(n.s.)		(n.s.)	
Factor Q ₂		10	5	7	5	5	5
		1	5	7	8	9	7
		8	7	5	7	8	7
		1	2	10	10	6	4
		6	5	8	8	5	6
		<u>5</u>	<u>5</u>	—	—	<u>5</u>	<u>6</u>
		31	29	37	38	38	35
Group Average:		5.17	4.83	7.4	7.6	6.33	5.83
Significance of difference:		(n.s.)		(n.s.)		(n.s.)	

Table B - Second Groups (boys) - continued

	<u>Uncounselled</u>		<u>Client-Centered</u>		<u>Directed</u>	
	1st	2nd	1st	2nd	1st	2nd
Factor Q3	8	9	6	6	4	6
	4	3	4	6	4	5
	4	4	5	5	4	5
	1	3	6	4	4	4
	5	6	4	5	5	4
	<u>4</u>	<u>3</u>	—	—	<u>4</u>	<u>5</u>
	26	28	25	26	25	29
Group Average:	4.33	4.67	5.00	5.20	4.17	4.83
Significance of difference:	(n.s.)		(n.s.)		(n.s.)	
Factor Q4	6	3	4	6	5	5
	7	7	3	2	6	6
	10	9	6	5	6	7
	6	8	7	7	7	7
	7	2	7	7	5	6
	<u>8</u>	<u>7</u>	—	—	<u>5</u>	<u>4</u>
	44	36	27	27	34	35
Group Average:	7.33	6.00	5.4	5.4	5.67	5.83
Significance of difference:	(n.s.)		(n.s.)		(n.s.)	

First Group Study (Girls)

TABLE C - Uncounselled Group

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st test	re-test	d	d ²
A	5.6	4.6	1.0	1.0000
B	6.2	6.6	-0.4	0.1600
C	4.8	5.2	-0.4	0.1600
D	5.0	5.2	-0.2	0.0400
E	7.2	6.6	0.6	0.3600
F	5.6	5.8	-0.2	0.0400
G	7.4	7.0	0.4	0.1600
H	3.6	3.0	0.6	0.3600
I	4.4	4.8	-0.4	0.1600
J	3.8	3.6	0.2	0.0400
O	5.8	6.4	-0.6	0.3600
Q2	6.2	7.4	-1.2	1.4400
Q3	4.4	5.4	-1.0	1.0000
Q4	6.4	5.4	1.0	1.0000
				<hr/>
				Σd^2 5.28

$$r_p = \frac{2 \times 13.34 - 5.28}{2 \times 13.34 \neq 5.28}$$

$$= \frac{26.68 - 5.28}{26.68 \neq 5.28}$$

$$= \frac{21.40}{31.96} = .669$$

First Group Study (Girls)

TABLE D - Client-Centered Counselling

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st Test	re-test	d	d ²
A	5.6	5.4	0.2	0.0400
B	7.0	7.2	-0.2	0.0400
C	5.4	5.4	0	0.0000
D	5.4	5.2	-0.2	0.0400
E	4.0	6.0	-2.0	4.0000
F	5.8	6.2	-0.4	0.1600
G	6.4	5.4	1.0	1.0000
H	4.2	4.0	0.2	0.0400
I	4.8	5.0	-0.2	0.0400
J	5.2	5.8	-0.6	0.3600
O	6.0	5.6	0.4	0.1600
Q2	6.2	6.4	-0.2	0.0400
Q3	5.4	5.4	0	0.0000
Q4	5.0	6.0	-1.0	1.0000

$$\sum d^2 \quad 6.92$$

$$r_p = \frac{2 \times 13.34 - 6.92}{2 \times 13.34 + 6.92}$$

$$= \frac{26.68 - 6.92}{26.68 + 6.92}$$

$$= \frac{19.76}{33.60}$$

$$= .588$$

First Group Study (Girls)

TABLE E - Directed Counselling

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st test	re-test	d	d ²
A	5.0	4.5	0.5	0.2500
B	6.0	6.0	0	0.0000
C	3.5	4.5	-1.0	1.0000
D	5.25	5.25	0	0.0000
E	5.5	5.75	-0.25	0.0625
F	5.25	5.0	0.25	0.0625
G	5.25	5.75	-0.50	0.2500
H	4.5	4.0	0.50	0.2500
I	5.25	5.25	0	0.0000
J	5.5	4.25	1.25	1.5625
O	6.25	5.25	1.0	1.0000
Q ₂	5.75	7.0	-1.25	1.5625
Q ₃	5.5	6.75	-1.25	1.5625
Q ₄	6.25	5.50	0.75	0.5625
				Σd ² 7.6300

$$\begin{aligned}
 r_p &= \frac{2 \times 13.34 - 7.6300}{2 \times 13.34 \div 7.6300} \\
 &= \frac{26.68 - 7.63}{26.68 \div 7.63} \\
 &= \frac{19.05}{34.31} \\
 &= .555
 \end{aligned}$$

Second Group Study (Boys)

TABLE F - Uncounselled Group

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st test	re-test	d	d ²
A	6.33	6.17	0.16	0.0256
B	5.33	6.17	-0.84	0.7056
C	4.17	5.00	-0.83	0.6889
D	6.00	6.67	-0.67	0.4489
E	6.33	6.83	-0.50	0.2500
F	6.00	6.17	-0.17	0.0289
G	5.67	6.33	-0.66	0.4356
H	5.83	5.83	0	0.0000
I	5.83	4.67	1.16	1.3456
J	4.17	4.67	-0.50	0.2500
O	5.50	7.17	-1.67	2.7889
Q ₂	5.17	4.83	0.34	0.1156
Q ₃	4.33	4.67	-0.34	0.1156
Q ₄	7.33	6.00	1.33	1.7689
				<hr/>
				Σd^2 8.9681

$$\begin{aligned}
 r_p &= \frac{2 \times 13.34 - 8.9681}{2 \times 13.34 + 8.9681} \\
 &= \frac{26.6800 - 8.9681}{26.6800 + 8.9681} \\
 &= \frac{17.7119}{35.6481} \\
 &= .497
 \end{aligned}$$

Second Group Study (Boys)

TABLE G - Client-Centered Counselling

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st test	re-test	d	d ²
A	4.60	4.00	0.60	0.3600
B	7.00	7.40	-0.40	0.1600
C	5.60	5.20	0.40	0.1600
D	5.20	5.80	-0.60	0.3600
E	5.40	5.40	0	0.0000
F	5.00	5.00	0	0.0000
G	6.40	6.40	0	0.0000
H	5.20	6.00	-0.80	0.6400
I	4.40	6.00	-1.60	2.5600
J	6.60	6.40	0.20	0.4000
O	5.20	4.60	0.60	0.3600
Q2	7.40	7.60	-0.20	0.4000
Q3	5.00	5.20	-0.20	0.4000
Q4	5.40	5.40	0	0.0000
				<hr/>
				Σd^2 5.8000

$$r_p = \frac{26.6800 - 5.8000}{26.6800 + 5.8000}$$

$$= \frac{20.88}{32.48}$$

$$= .643$$

Second Group Study (Boys)

TABLE H - Directed Counselling

Average Sten in Each Factor on First and Second Testing
(with profile index)

Factor	1st test	re-test	d	d ²
A	4.83	5.33	-0.50	0.2500
B	7.33	6.83	0.50	0.2500
C	6.50	5.83	0.67	0.4489
D	5.33	5.67	-0.34	0.1156
E	5.00	7.00	-2.00	4.0000
F	5.17	5.17	0	0.0000
G	6.17	5.17	1.00	1.0000
H	5.50	5.33	0.17	0.0289
I	4.00	4.17	-0.17	0.0289
J	6.83	7.17	-0.34	0.1156
O	6.17	6.17	0	0.0000
Q2	6.33	5.83	0.50	0.2500
Q3	4.17	4.83	-0.66	0.4356
Q4	5.67	5.83	-0.16	0.0256

Σd^2 6.9491

$$r_p = \frac{2 \times 13.34 - 6.9491}{2 \times 13.34 \neq 6.9491}$$

$$= \frac{26.6800 - 6.9491}{26.6800 \neq 6.9491}$$

$$= \frac{19.7309}{33.6291}$$

$$= .586$$

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE I - Girls Uncounselled

Factor	Average Sten Cattell's Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d1	d1 ²	d2	d2 ²
A	6.42	5.60	4.60	0.82	0.6724	1.82	3.3124
B	6.20	6.60	6.60	0.26	0.0676	-0.14	0.0196
C	6.46	4.80	5.20	1.66	2.7556	1.26	1.5876
D	5.52	5.00	5.20	0.52	0.2704	0.32	0.1024
E	5.18	7.20	6.60	-2.02	4.0804	-1.42	2.0164
F	5.61	5.60	5.80	0.01	0.0001	-0.19	0.0361
G	5.97	7.40	7.00	-1.43	2.0449	-1.03	1.0609
H	6.33	3.60	3.00	2.73	7.4529	3.33	11.0889
I	3.92	4.40	4.80	-0.48	0.2304	-0.88	0.7744
J	4.52	3.80	3.60	0.72	0.5184	0.92	0.8464
O	4.60	5.80	6.40	-1.20	1.4400	-1.80	3.2400
Q2	5.55	6.20	7.40	-0.65	0.4225	-1.85	3.4225
Q3	4.88	4.40	5.40	0.48	0.2304	-0.52	0.2704
Q4	4.60	6.40	5.40	-1.80	3.2400	0.80	0.6400
					<hr/>		<hr/>
					23.4260		28.4180

$$r_p^1 = \frac{26.68 - 23.4260}{26.68 \neq 23.4260} = \frac{3.2540}{50.1060} = .0649$$

$$r_p^2 = \frac{26.68 - 28.4180}{26.68 \neq 28.4180} = \frac{-1.7380}{55.0980} = -.0354$$

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE J - Girls Client-Centered Counsellled

Factor	Average Sten Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d1	d12	d2	d22
A	6.42	5.60	5.40	0.82	0.6724	1.02	1.0404
B	6.46	7.00	7.20	-0.54	0.2916	-0.74	0.5476
C	6.46	5.40	5.40	1.06	1.1236	1.06	1.1236
D	5.52	5.40	5.20	0.12	0.1440	0.32	0.1024
E	5.18	4.00	6.00	1.18	1.3924	-0.82	0.6724
F	5.61	5.80	6.20	-0.19	0.0361	-0.59	0.3481
G	5.97	6.40	5.40	-0.43	0.1849	0.57	0.3249
H	6.33	4.20	4.00	2.13	4.5369	2.33	5.4289
I	3.92	4.80	5.00	-0.88	0.7744	-1.08	1.1664
J	4.52	5.20	5.80	-0.68	0.4624	-1.28	1.6384
O	4.60	6.00	5.60	-1.40	1.9600	-1.00	1.0000
Q2	5.55	6.20	6.40	-0.65	0.4225	-0.85	0.7225
Q3	4.88	5.40	5.40	-0.52	0.2704	-0.52	0.2704
Q4	4.60	5.00	6.00	-0.40	0.1600	-1.40	1.9600
				<hr/>		<hr/>	
				12.4316		16.3460	

$$r_p^1 = \frac{26.68 - 12.4316}{26.68 \neq 12.4316} = \frac{14.2484}{39.1116} = .364$$

$$r_p^2 = \frac{26.68 - 16.3460}{26.68 \neq 16.3460} = \frac{10.3340}{43.0260} = .240$$

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE K - Girls Directed Counselling

Factor	Average Sten Cattell's Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d ₁	d ₁ ²	d ₂	d ₂ ²
A	6.42	5.00	4.50	1.42	2.0164	1.92	3.6864
B	6.46	6.00	6.00	0.46	0.2116	0.46	0.2116
C	6.46	3.50	4.50	2.96	8.7616	1.96	3.8416
D	5.52	5.25	5.25	0.27	0.0729	0.27	0.0729
E	5.18	5.50	5.75	-0.32	0.1024	-0.57	0.3249
F	5.61	5.25	5.00	0.36	0.1296	0.61	0.3721
G	5.97	5.25	5.75	0.72	0.5184	0.22	0.0484
H	6.33	4.50	4.00	1.83	3.3489	2.33	5.4289
I	3.92	5.25	5.25	-1.33	1.7689	-1.33	1.7689
J	4.52	5.50	4.25	-0.98	0.9604	0.27	0.0729
O	4.60	6.25	5.25	-1.65	2.7225	-0.65	0.4225
Q2	5.55	5.75	7.00	-0.20	0.4000	-1.45	2.1025
Q3	4.88	5.50	6.75	-0.62	0.3844	-1.87	3.4969
Q4	4.60	6.25	5.50	-1.65	2.7225	-0.90	0.8100
					<hr/>		<hr/>
					24.1205		22.6605

$$r_p^1 = \frac{26.68 - 24.1205}{26.68 \neq 24.1205} = \frac{2.5595}{50.8005} = .0504$$

$$r_p^2 = \frac{26.68 - 22.6605}{26.68 \neq 22.6605} = \frac{4.0195}{49.3405} = .0815$$

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE L - Boys Uncounselled

Factor	Average Sten Cattell's Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d1	d1 ²	d2	d2 ²
A	6.86	6.33	6.17	0.53	0.2809	0.69	0.4761
B	6.84	5.33	6.17	1.51	2.2801	0.67	0.4489
C	5.71	4.17	5.00	1.54	2.3716	0.71	0.5041
D	5.78	6.00	6.67	-0.22	0.0484	-0.89	0.7921
E	5.42	6.33	6.83	-0.91	0.8281	-1.41	1.9881
F	7.04	6.00	6.17	1.04	1.0816	0.87	0.7569
G	6.05	5.67	6.33	0.38	0.1444	-0.28	0.0784
H	5.54	5.83	5.83	-0.29	0.0841	-0.29	0.0841
I	3.67	5.83	4.67	-2.16	4.6656	-1.00	1.0000
J	5.59	4.17	4.67	1.42	2.0164	0.92	0.8464
O	4.36	5.50	7.17	-1.14	1.2996	-2.81	7.8961
Q2	5.98	5.17	4.83	0.81	0.6561	1.15	1.3225
Q3	4.54	4.33	4.67	0.21	0.0441	-0.13	0.0169
Q4	4.94	7.33	6.00	-2.39	5.7121	-1.06	1.1236
							<hr/>
							17.3342

$r_p^1 = \frac{26.6800 - 21.5131}{26.6800 \neq 21.5131} = \frac{5.1669}{48.1931} = .107$
$r_p^2 = \frac{26.6800 - 17.3342}{26.6800 \neq 17.3342} = \frac{9.3458}{44.0142} = \frac{.212}{r_p^1 - r_p^2} = -.105$

							<hr/>
							21.5131
							<hr/>
							17.3342

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE M - Client-Centered Counselling - Boys

Factor	Average Sten Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d1	d1 ²	d2	d2 ²
A	6.86	4.60	4.00	2.26	5.1076	2.86	8.1796
B	6.84	7.00	7.40	-0.16	0.0256	-0.56	0.3136
C	5.71	5.60	5.20	0.11	0.0121	0.51	0.2601
D	5.78	5.20	5.80	0.58	0.3364	-0.02	0.0004
E	5.42	5.40	5.40	0.02	0.0004	0.02	0.0004
F	7.04	5.00	5.00	2.04	4.1616	2.04	4.1616
G	6.05	6.40	6.40	0.35	0.1225	-0.35	0.1225
H	5.54	5.20	6.00	0.34	0.1156	-0.46	0.2116
I	3.67	4.40	6.00	-0.73	0.5329	-2.33	5.4289
J	5.59	6.60	6.40	-1.01	1.0201	-0.81	0.6561
O	4.36	5.20	4.60	-0.84	0.7056	-0.24	0.0576
Q2	5.98	7.40	7.60	-1.42	2.0164	-1.62	2.6244
Q3	4.54	5.00	5.20	-0.46	0.2116	-0.66	0.4356
Q4	4.94	5.40	5.40	-0.46	0.2116	-0.46	0.2116
							<hr/>
							22.6640

$$r_p^1 = \frac{26.6800 - 14.5800}{26.6800 \div 14.5800} = \frac{12.1000}{41.2600} = .293$$

$$r_p^2 = \frac{26.6800 - 22.6640}{26.6800 \div 22.6640} = \frac{4.0160}{49.3440} = .081$$

.212

Profile Index Comparing Averages First and Second Testings with Cattell's "Best Adjusted"

TABLE N - Boys Directed Counselled

Factor	Average Sten Cattell's Best Adjusted	Average Sten Group 1st Test	Average Sten Group Re-Test	d1	d1 ²	d2	d2 ²
A	6.86	4.83	5.33	2.03	4.1209	1.53	2.3409
B	6.84	7.33	6.83	-0.49	0.2401	0.01	0.0001
C	5.71	6.50	5.83	-0.79	0.6241	-0.12	0.0144
D	5.78	5.33	5.67	0.45	0.2025	0.18	0.0324
E	5.42	5.00	7.00	0.42	0.1764	-1.58	2.4964
F	7.04	5.17	5.17	1.87	3.4969	1.87	3.4969
G	6.05	6.17	5.17	-0.12	0.0144	0.88	0.7744
H	5.54	5.50	5.33	0.04	0.0016	0.21	0.0441
I	3.67	4.00	4.17	-0.33	0.1089	-0.50	0.2500
J	5.59	6.83	7.17	-1.24	1.5376	-1.58	2.4964
O	4.36	6.17	6.17	-1.81	3.2761	-1.81	3.2761
Q2	5.98	6.33	5.83	-0.35	0.1225	0.15	0.0225
Q3	4.54	4.17	4.83	0.37	0.1369	-0.29	0.0841
Q4	4.94	5.67	5.83	-0.73	0.5329	-0.89	0.7921
					<hr/>		<hr/>
					14.5918		16.1208

$$r_{p^1} = \frac{26.6800 - 14.5918}{26.6800 \neq 14.5918} = \frac{12.0882}{41.2718} = .293$$

$$r_{p^2} = \frac{26.6800 - 16.1208}{26.6800 \neq 16.1208} = \frac{10.5592}{42.8008} = \frac{.247}{.046}$$

APPENDIX B

Description of Factors in the subtest scores of the Jr.-Sr. High School Personality Questionnaire (R. B. Cattell, 1962). For fuller description and discussion of these factors see the Handbook for the above test.

<u>Factor</u>	<u>Low Score Description</u>	<u>High Score Description</u>
A	Reserved, Detached, Critical, Cool (sizothymia)	Outgoing, Warmhearted, Easy-Going, Participating (Cyclothymia)
B	Less Intelligent, Concrete-Thinking (Lower Scholastic mental capacity)	More Intelligent, Abstract-Thinking Bright (Higher scholastic mental capacity)
C	Affected by feeling, Emotionally Less Stable, Easily upset, Changeable (Lower ego strength)	Emotionally Stable, Faces Reality Calm (Higher ego strength)
D	Phlegmatic, Deliberate, Inactive, Stoddy (Phlegmatic temperament)	Excitable, Impatient, Demanding Overactive (Excitability)
E	Obedient, Mild, Conforming (submissiveness)	Assertive, Independent, Aggressive, Stubborn (Dominance)
F	Sober, Prudent, Serious, Taciturn (Desurgency)	Happy-Go-Lucky, Heedless, Gay, Enthusiastic (Surgency)
G	Disregards Rules, Undependable, By-Passes Obligations (Weaker superego strength)	Conscientious, Persevering, Staid, Rule-Bound (Stronger superego strength)
H	Shy, Restrained, different, Timid (Threctia)	Venturesome, Socially Bold, Uninhibited, Spontaneous (Parmia)
I	Tough-minded, Self-Reliant, Realistic, No-Nonsense (Harria)	Tender-Minded, Dependent, Over-Protected, Sensitive (Premsia)
J	Vigorous, Goes Readily With Group, Zestful, Given to Action (Zeppia)	Doubting, Obstructive, Individualistic Reflective, Internally Restrained, Unwilling to Act (Coasthenia)
O	Self-Assured, Placid, Secure, Serene (Untroubled adequacy)	Apprehensive, Worrying, Depressive, Troubled (Guilt proneness)
Q2	Group-Dependent, A "Joiner" and Sound Follower (Group Adherence)	Self-Sufficient, Prefers Own Decisions, Resourceful (Self-sufficiency)
Q3	Casual, Careless of Social Rules Untidy, Follows own urges (Low integration)	Controlled, Socially-precise, Self-Disciplined, Compulsive (High self-concept control)
Q4	Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension)	Tense, Driven, Overwrought, Fretful (High ergic tension)

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